

151 through 154. *Masterpieces of Russian Literature*

3 s.h. each

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

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

Saturday College at Hofstra University

Saturday College Office: 142 University College Hall, Telephone: (516) 463-5225

Bernard J. Firestone, *Dean*

Kenneth Henwood, *Associate Dean*

Ellen DaVolio, *Coordinator of Student Services*

Jillian E. Lang, *Administrative Assistant*

Bachelor of Science in Professional Studies

Saturday College awards the degree of Bachelor of Science in Professional Studies, with concentrations in computer technology and organization and leadership studies. The program is interdisciplinary in both conception and design. Courses within the program are drawn from Hofstra College of Liberal Arts and Sciences, the Zarb School of Business, the School of Communication and New College. Students receive a solid grounding in the liberal arts, complemented by more specialized work to enhance their value and versatility in the workplace.

The mission of Saturday College is to enrich the lives and enhance the professional opportunities of its students by providing a high quality, full-time degree program that is adapted to the needs and schedules of busy adults. Saturday College serves mature, non-traditional students who wish to earn an undergraduate degree in four years while continuing with full-time career and family responsibilities.

We provide a small, caring and supportive college environment dedicated to the educational success of our students. Enfolding our college are the libraries, museum, computer laboratories, exercise and athletic facilities—the whole panoply of cultural, educational and recreational resources available within a great university—that are at the disposal of Saturday College students.

The Student Body

Saturday College admits mature, non-traditional students who wish to complete an undergraduate degree within four years without interrupting their career and life responsibilities. It is designed for serious, goal-oriented students who know the value of their time and the importance of an education. Saturday College accepts applications from candidates with no prior college education; we also accept students who have already completed some college course work. Saturday College students enjoy the same high quality education that students receive in other undergraduate programs at Hofstra, and they work with the same outstanding faculty.

Admission to Saturday College

Saturday College admits a new class twice each year, in the fall and again in the spring. Students wishing to begin their studies in the fall semester (starting in mid-August) need to complete their application by mid-May. Students wishing to begin in the spring semester (starting in mid-January) need to complete their application by mid-October.

The Academic Calendar

Students in Saturday College attend classes in convenient Saturday modules, completing two courses every eight weeks. Each eight-week session has 10 class meetings. Students attend eight Saturday classes plus two Sunday classes each session. Typically, classes meet on three Saturdays and one weekend per month.

Saturday college divides the academic year into five eight-week sessions. Students complete two courses (6 credits) each eight-week session. In five sessions (one year), students complete 10 courses (30 credits). This pace allows graduation within four years.

Although the forty weeks of classes each year are demanding, both shorter and longer breaks are built into the calendar. Breaks for Labor Day and Thanksgiving, a five-week break in December/January, a spring break, a two-week break in May and three weeks in late July/August are designed to refresh and re-charge our students. The careful design of the calendar allows our students to progress rapidly, to measure their progress regularly, and to be full-time students at Hofstra while having full-time career and family responsibilities.

The Curriculum

The Saturday College curriculum includes four tiers of courses:

1. Liberal Arts and Sciences Curriculum (14 courses, 42 credits)
2. Professional Curriculum: Business, Economics and Interpersonal Communication (8 courses, 24 credits)
3. Concentrations:
 - a. Computer Technology (7 courses, 21 credits)
 - b. Organization and Leadership Studies (7 courses, 21 credits)
4. Electives (4 courses, 12 credits)

Total: 40 courses, 120 credits, required for graduation.

In this curriculum, two sets of core courses, one in liberal arts and sciences and the other in business and communication, provide a solid educational grounding. They are complemented by two concentrations, one in computer science and the other in organization and leadership studies that allow for more focused, specialized study. Electives allow students to follow interests or to fill educational needs.

The concentrations in Computer Technology and Organization and Leadership Studies allow students to acquire expertise in significant areas of contemporary professional life, equally important in the private, public and non-profit sectors. The combination of business and business-related courses provide students with the vocabulary and tools vital to every aspect of the twenty-first century economy. The solid grounding in the liberal arts assures graduates that they know how to continue learning, adapt to changing circumstances, and have an appreciation for the larger rhythms and deeper implications of our human lives.

Unique Components

The Transitional Seminar: 1 course, 3 credits

To help students meet the challenges of this curriculum, Saturday College offers a specially designed transitional seminar, *Introduction to Academic Research and Writing*. This important seminar is part of the liberal arts component of the degree. It helps prepare students, even if they have been out of school for many years, for their studies. The course covers the practical aspects of academic research and writing including library, computer and writing skills, as well as the critical skills involved in making, substantiating and communicating good arguments.

SATURDAY COLLEGE FOUR-YEAR COURSE SCHEDULE					
	Session 1	Session 2	Session 3	Session 4	Session 5
Year 1 A.M.	Transitional Seminar IS 91	Mathematics MATH 13C	Psychology PSY 1	Speech Comm. SPCM 7	Sociology SOC 4
P.M.	English ENGL 1	English ENGL 2	Comp. Sci. CSC 5	Economics ECO 101	Nat. Sci. NSC 11 + (30 min. lab.)
YEAR 2 A.M.	Management MGT 101	Sociology SOC 80	Sociology SOC 81	Interpersonal Comm. SPCM 4	Comp. Sci. CSC 50 (CT)
P.M.	Philosophy PHI 14	Poli. Sci. PSC 144	Marketing MKT 101	Accounting ACCT 101	Psychology PSY 34 (OLS)
YEAR 3 A.M.	English ENGL 52	English ENGL 30	Sociology SOC 107	Sociology SOC 206 (OLS)	Elective #2
P.M.	Intn'l Bus. IB 150	Business Law BLAW 20	Comp. Sci. CSC 52 (CT)	Elective #1	Comp. Sci. CSC 54 (CT)
Year 4 A.M.	Comp. Sci. CSC 56 (CT)	Comp. Sci. CSC 58 (CT)	Psychology PSY 181 (OLS)	Psychology PSY 183 (OLS)	Elective #4
P.M.	Anthropology ANTH 112 (OLS)	Psychology PSY 180	Comp. Sci. CSC 60 (CT)	Elective #3	Comp. Sci. CSC 62 (CT)

(CT) = Computer Technology Concentration

(OLS) = Organization and Leadership Studies Concentration

The Concentration in Computer Technology: 7 courses or 21 credits

The concentration in *Computer Technology* seeks to give students a broad-based background in computer applications, as well as depth in several key areas. Students will learn the fundamentals of computer systems (hardware and software), programming techniques, productivity tools, database management, networking, and e-commerce. Emphasis is placed on learning how to use computer-based tools for research and work. Each course provides a balance of theory and practical knowledge of computer systems. A capstone course requires each student to demonstrate mastery of these subjects by creating a prototype e-commerce web site.

The Concentration in Organization and Leadership Studies
7 courses or 21 credits

The concentration in Organization and Leadership Studies is designed to introduce students to the fundamental theoretical and practical issues in the realm of organizational analysis. The concentration provides students with a better understanding of the dynamics of organizational life in a variety of settings (e.g., industrial, public, voluntary, and non-profit sectors). This course of interdisciplinary study emphasizes the variety of factors that shape the nature of organizations. These include the psychological and motivational aspects of organizational participants, the role of leadership, the structure and process of intra- and inter-organizational relations, and the multicultural dimensions of organizations operating within the modern global economy. The courses in this concentration are grounded in the theoretical and research contributions from the social sciences as they pertain to organizational and work-life issues. The courses lead up to a *capstone* experience in which students are expected to integrate their knowledge and understanding of organizations and leadership in the context of an original research project.

ELIGIBILITY, ADVANCED STANDING, TRANSFER CREDITS

Students' previous course work and life experiences may be converted into credits through several methods. Students may earn advanced standing toward a degree through the following avenues:

● Transfer Credits

Transfer credit is granted for appropriate courses completed at accredited colleges or universities. Students may transfer up to 60 credits from a two-year school and up to 90 credits from a four-year school; 30 credits must be completed in residence at Hofstra to complete a degree.

● CLEP

The College Level Examination Program (CLEP) is a series of examinations that provide the opportunity to demonstrate knowledge through life experiences. These examinations are available in various subject areas in the liberal arts and sciences and must be taken prior to the junior year.

Credit by Examination/Credit for Prior Learning

● Credit by Examination

Undergraduates with clearly developed strengths may seek to earn course credit toward their degrees by taking special examinations. This option is available to matriculated* students who are already progressing within Saturday College.

● Credit for Prior Learning

This program is intended primarily for people 25 years of age and older. It permits students to seek undergraduate credit for college-level knowledge that has been acquired in nontraditional ways. This option is available to matriculated* students who are already progressing within Saturday College.

Financial Aid

Financial aid, both scholarships and federal and state loans, are available to eligible students in Saturday College. Financial aid packages are tailored separately for each student. Those interested in receiving financial aid should complete the necessary application forms as soon as possible. Corporate tuition reimbursement programs are another way of financing the cost of returning to school.

*Matriculated Student: A student who has successfully satisfied all admission requirements and has been officially accepted into a degree program at the University.

COURSE DESCRIPTIONS

1. *Liberal Arts and Sciences Curriculum*

IS 91. *Transitional Seminar: Introduction to Academic Research and Writing* 3 credits

The Saturday College Transitional Seminar seeks to familiarize adult and non-traditional students with the process of academic research and writing. The course covers the practical aspects of academic research and writing, including library, computer and writing skills, as well as the critical skills involved in making, substantiating and communicating good arguments.

ENGL 1-2. *Composition* (3 credits each) 6 credits

First semester: an introduction to expository writing at the college level, with an emphasis on analysis and argument. Assignments in reading and writing are coordinated; the English Proficiency Examination is given as part of the course. Second semester: continued instruction in expository writing, and an introduction to literature. Most reading and writing assignments are organized around a central theme. Includes a Shakespeare play and a documented essay. Prerequisite: ENGL 1.

Humanities 6 credits

3 cr. in appreciation and analysis, literature course

3 cr. in creative participation

ENGL 52. *The American Experience in Context*

Readings from major American authors, 1865 through the present. Prerequisite: ENGL 1 or permission of chairperson.

SPCM 7. *Public Speaking*

Examination of the theory and practice of public communication. Emphasis on critical thinking, listening, and the art of criticism. Practice in speech composition and delivery, stressing principles of clarity, interest, and audience analysis. Speeches to inform and persuade are stressed.

Natural Science, Mathematics/Computer Science 9 credits

3 cr. in natural sciences

3 cr. in mathematics

3 cr. in computer science

NSC 11. *The Physical Sciences*

Ideas in astronomy, physics and chemistry that have changed the world from the Greek era to the Space Age. Emphasis on the nature of science; historical and humanistic backgrounds; current science-related issues. (2 hours lecture, 2 hours laboratory-recitation.) For non-science majors.

MATH 13C. *Elementary Mathematical Models Through Computers*

Through the use of calculators and computers, students are introduced to a variety of mathematical functions and their application as models for describing and predicting in business, the sciences and the liberal arts. Models include sequences and the linear, polynomial and exponential functions. Mathematical basics are reviewed and no prior experience with computing technology is assumed. Prerequisite: two years of high school mathematics.

CSC 5. *Overview of Computer Science*

Computers, algorithms and programming: computer hardware and software systems. Programming of numerical and non-numerical algorithms. Survey of computer applications. Brief history of computer science; computers and society.

Social Sciences 6 credits

3 cr. in behavioral sciences

3 cr. in history and philosophy

SOC 4. *Contemporary Society*

An introduction to basic concepts of sociology and their application to specific aspects of contemporary American and other societies.

PHI 14. *Introduction to Ethics I*

Critical examination of major theories in ethics with readings drawn from classical and contemporary sources. The aim is to clarify and illuminate the processes of evaluation, decision and ethical action through the study of important works in the history of ethics.

Cross-Cultural

PSC 144. *Asian Politics and Government* 3 credits

A comparative study of government and the political process in selected Asian countries, the politics of transition to modern nation-states.

Additional Requirements

PSY 1. *Introduction to Psychology* 3 credits

Methods of investigation and basic principles of psychological functioning, including perception, motivation, learning and personality theory; introduction to abnormal psychology, including case studies, diagnostic terminology and diverse treatment modes. Various other psychological topics will be considered. Prerequisite to all other psychology courses.

SOC 80. *Statistics in Sociology* 3 credits

Use of basic statistical analysis to examine sociological data. Topics include measure of central tendency and dispersion, probability, inference and hypothesis testing, analysis of variance and correlations. A component on the utilization of the computer for statistical data analysis is included (3 hour lecture, 1 hour laboratory).

SOC 81. *Research Method in Sociology* 3 credits

Covers the fundamental issues associated with research in the social sciences. Topics include research design, conceptualization and measurement, reliability, validity and sample designs. Principal techniques of data collection in sociology, including experiments, surveys, participant observation and content analysis are examined. Laboratory exercises include work on research techniques, as well as experience with the utilization of the computer for data entry and analysis (3 hours lecture, 1 hour laboratory).

Total: 42 credits

2. *Professional Curriculum*

ACCT 101. *Financial Accounting* 3 credits

Introductory course in the practical applications of financial accounting. Topics include an introduction to financial statements, analysis of the statements, accounting information systems, accounting concepts involved in accounting for cash, accounts receivable, inventory, long lived assets, liabilities and stockholders equity. Ethical issues in accounting are explored. Computer-based applications for accounting and use of the Internet are employed. Prerequisite: sophomore standing or above. Credit given for this course or ACCT 1, or 10, or 201. (Formerly ACCT 1; 10)

MKT 101. *Principles of Marketing* 3 credits

An intensive analysis of the concepts, structure and operation of the domestic and international marketing system, the development and evaluation of marketing plans, industrial and final consumers, product planning, agencies and functions of distribution, promotion and publicity, pricing, legislation, ethics, social responsibility and environmental issues. Prerequisite: sophomore class standing or above.

BLAW 20. *Introduction to Legal Systems, Environment and Contracts* 3 credits

Introductory course explaining the nature and ethics of law on a domestic and international scale, its sources, its relation to profit and not-for-profit organizations, and to society and government; law as an instrument of social change with

reference to regulatory agencies, labor relations, antitrust, consumerism, environmental issues and contracts.

MGT 101. *Introduction to Management* 3 credits
A comprehensive analysis of the functions and processes of management in profit and not-for-profit organizations. Classical and contemporary theories of organizational behavior and design; ethical, political, global, social and environmental considerations. Prerequisite: sophomore class standing or above.

IB 150. *Introduction to International Business* 3 credits
Course focuses on exploring terminology, scope, status and evolving patterns of international business. Specifically, the course addresses the role of social, cultural, political, ethical, technological, environmental and economic factors in the international context; the impact of global forces on business at home and abroad; role of governments in promoting and predicting business interests at home and abroad; role of international agencies in the functioning of business; and the interlink between managerial, operational, marketing, and financial functions of doing business abroad. Prerequisite: sophomore class standing or above.

ECO 101. 3 credits
A new course created by the Department of Economics/Geography, combining material from ECO 1 (macroeconomics) and ECO 2 (microeconomics) in a one-semester course. Similar to ECO 201.

ENGL 30. *Business Communication* 3 credits
An examination of, and systematic practice in writing strategies and styles, with the objective of selecting those modes most effective in interpersonal/organizational contexts. Emphasis on the mastery of professional language, the application of logic to syntactic structures and the development of library research skills. Further expansion of modes of discourse and proper structure and tone as well as analysis of the roles of ethics and psychology in written expression. Prerequisites: ENGL 1-2.

School of Communication:

SPCM 4. *Interpersonal Communication* 3 credits
This course provides an examination of concepts and fundamental principles of dyadic communication and develops an appreciation for the ways in which interpersonal relationships develop, endure and deteriorate. Interpersonal interaction in social, professional, and familial contexts and interviewing situations are addressed. (Formerly SCO 3.)

Total 24 credits

3. *Concentrations*

Students take two concentrations, each consisting of 21 credits:

A. COMPUTER TECHNOLOGY

The concentration in computer technology seeks to give students a broad-based background in computer applications, as well as depth in several key areas. Students learn the fundamentals of computer systems (hardware and software), programming techniques, productivity tools, database management, networking and e-commerce. Emphasis is placed on learning how to use computer-based tools for research and work. Each course provides a balance of theory and practical knowledge of computer systems. A capstone course requires each student to demonstrate mastery of these subjects by creating a prototype e-commerce Web site.

CSC 50. *Fundamentals of Object-Oriented Programming* 3 credits
Familiarizes students with essential concepts of object-oriented programming using the Java language. Course covers basic

systems concepts, including hardware architecture and software. The notion of an object and class design are discussed. Applets and applications are explored. Coverage of Java syntax, including fundamental language components, selection structures, repetition structures and data structures. Hands-on exposure to the Java development environment. Some HTML syntax coverage. Course requirements include homework exercises and completion of several programming projects.

CSC 52. *Fundamentals of Systems Analysis* 3 credits
Provides students with an overview of the issues and methodologies relevant to systems analysis and design. Lectures focus on the five phases of the system development life cycle: planning, analysis, design, implementation, and operation and support. Laboratories focus on learning software tools available for systems analysis and design. Students will work in teams on all phases as they explore a variety of realistic case studies. Other topics include rapid prototyping, CASE tools, client/server systems software engineering and project management tools. Requirements include completion of in-class and homework laboratory projects as well as presentation of a complete analysis report to the class. Prerequisite: CSC 5 or equivalent.

CSC 54. *Fundamentals of Data Communications* 3 credits
Introduction to data communications, history, evolution and current trends. Hardware issues, including signals, media, terminals, communications backbones and transmission methods. Protocols, including OSI, TCP/IP, and LANs. Course includes an introduction to networking, including WANs, the Internet and distributed systems. Course requirements include homework exercises, a programming project, and research paper on a topic of interest and presentation of findings. Prerequisite: CSC 50.

CSC 56. *Fundamentals of Database Management Systems* 3 credits
Introduction to database management systems (DBMS). Familiarizes students with the fundamental issues and terminology of DBMS. Relations models, SQL, normalization. Design methodologies are covered in lectures and through a series of laboratory experiments. Typical functions of a DBMS and DBMS administration are covered. Advanced topics include distributed systems, client/server systems, and object-oriented systems. Course requirements include several laboratory exercises. Prerequisites: CSC 5 (or equivalent, CSC 50).

CSC 58. *Fundamentals of JavaScript Programming* 3 credits
JavaScript is a powerful programming tool that facilitates the use of multimedia graphics, animation and sound in Web-page design. This course will familiarize students with the essential concepts of Web programming using the JavaScript language. Covers basic systems concepts, including network protocols and software. Coverage of JavaScript syntax, including fundamental language components, object-oriented programming concepts, event handlers, frames, images, HTML, control structures and relevant data structures. Hands-on exposure to the JavaScript developer environment. Course requirements include completion of homework exercises and several laboratory programming projects. Prerequisites: CSC 50, 54.

CSC 60. *Fundamentals of Networking* 3 credits
Introduction to networking. Peer-to-peer, LANs and WANs. History and evolution of networking. Current applications. Communication protocols, Open Systems Interconnection, secure communications. Hardware and software issues. Structure of the Internet: protocols, services, the World Wide Web and HTML. Course requirements include homework exer-

cises and research paper on a topic of interest and presentation of findings. Prerequisite: CSC 54.

CSC 62. *Ecommerce (capstone course)* 3 credits
Provides students with an overview of the issues and technologies relevant to electronic commerce. Students design and implement a prototype ecommerce Web site. Topics include communications, networking and the Internet; programming, scripting languages and authoring tools, security ; data bases and archiving; multimedia; transaction processing; search engines; and data mining. Students work in teams on the design and implementation of their WEB sites and present a report and demonstration to the class. Prerequisites: CSC 50, 52, 54, 56, 58 and 60.

Total 21 credits

B. ORGANIZATION AND LEADERSHIP STUDIES

The concentration in organization and leadership studies is designed to introduce students to the fundamental theoretical and practical issues in the realm of organizational analysis. The concentration provides students with a better understanding of the dynamics of organizational life in a variety of settings (e.g., industrial, public, voluntary and non-profit sectors). This course of interdisciplinary study emphasizes the variety of factors that shape the nature of organizations. These include the psychological and motivational aspects of organizational participants, the role of leadership, the structure and process of intra- and inter-organizational relations, and the multicultural dimensions of organizations operating within the modern global economy. The courses in this concentration are grounded in the theoretical and research contributions from the social sciences as they pertain to organizational and work-life issues. The courses lead up to a capstone experience in which students will be expected to integrate their knowledge and understanding of organizations and leadership in the context of an original research project.

PSY 34. *Organizational Psychology* 3 credits
Study of psychological principles and methods, and their application to work motivation, job satisfaction, leadership, communication, job design and organizational development.

SOC 107. *Organizational Structure and Process* 3 credits
Most people spend the majority of their active lives in the context of some organizational setting. Organizations are such a dominant component of contemporary life that we take their presence for granted. At the same time, most people have only a vague understanding of organizational relations. This course focuses on the nature of organizations and the social, economic, technological and political factors that shape them. Topics include the relationships among organizational size, technology and structure; power within and between organizations; the politics of decision making and leadership; the impact of environmental factors; and organizational goals and effectiveness.

SOC 106. *Work, Alienation, and Power in Social Life* 3 credits

This course examines how work affects our lives as individuals, as citizens of a specific society, and as participants in a world economy. Some of the key questions to be addressed in the course include: What is the relationship between work and power? Why do so many people feel alienated at work? Do people benefit equally from work? What is the role of technology in shaping how people work? The course attempts to address these issues by looking at work and labor relations in the United States and comparing them to conditions in other sectors of the world economy.

ANTH 112. *Anthropology of the Global Economy* 3 credits
How do other cultures organize their economic lives? Are there aspects of human economic behavior that are universal,

or are our economic motives culturally determined? As capitalism becomes more global, what kinds of native economies and economic principles will it bump up against? In this course, we apply the theory and methods of economic anthropology to look at the full range of economic behavior and organization in world cultures.

PSY 180. *Work Motivation: Theory and Applications* 3 credits

Examination of modern developments in motivational psychology as they pertain to individual behavior in organizational settings and their practical applications. Four approaches are examined. The first approach focuses upon need-motive-value strategies such as need fulfillment theories, intrinsic motivation and equity/justice theories. The second approach attends to expectancy-value formulations of behavior with attention directed toward VIE theory. A third approach involves an examination of the self-regulation-cognitive approach embodied in goal setting theory. The final theoretical perspective involves an analysis of the behavioral (operant) and social learning views of work motivation. The course focuses on the practical implications of motivational theory, with an emphasis upon job satisfaction, work design and reward systems.

PSY 181. *Leadership and Group Processes* 3 credits

Presents a broad review and analysis of leadership in organizations and groups. Examines organizational work groups within the perspective of the organization as a system. Topics include functions, history, theories and styles of leadership. Gender issues, cross-cultural perspectives, leader-member relations, group development, communication, conflict, decision making, and self-managed teams are also examined. Prerequisites: PSY 34; SOC 81 or PSY 141.

PSY 183. *Capstone Research Integration Course* 3 credits

Provides a capstone experience in which students integrate the knowledge and understanding of organizational behavior and leadership that they acquire in other courses in the concentration. Students work together in small groups on a single project throughout the term. Each group selects a research topic in consultation with the instructor. The project requires that data be collected from an industrial, public, voluntary or nonprofit organization. Using valid diagnostic procedures, students examine the psychological, structural, environmental, political and cultural factors that affect organizational systems.

Total 21 credits

4. Electives

A variety of courses in such areas as history and literature will be available as needed.

Four 3-credit courses

Total: 12 credits

Degree Total 120 credits

Secondary Education (SED)

Due to changes in the New York State teacher certification regulations, students completing (finishing) degree programs after December 2003 and who are seeking Hofstra's recommendation for teacher certification, may have to complete additional requirements for their program of study.

Consult your faculty adviser for information pertaining to your particular program.

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

Professors Murphy, Whitton; Associate Professors Hines, Singer, Torff; Assistant Professors Gordon, Stacki, Zwirn.

UNDERGRADUATE PROGRAMS

Secondary Education programs administered under the Department of Curriculum and Teaching prepare teachers of the academic subjects normally taught in grades 7-12, as well as for the subjects of art, business, music, and speech and drama. Students who plan to teach physical education or school health education should enroll in the Department of Physical Education and Sport Sciences or Health Professions and Family Studies.

Students who plan to teach English, languages other than English, mathematics, science, or social studies at the secondary level (7-12) should select a B.A. degree program and a major in the same subject area. Students who plan to teach speech and drama should select Speech Communication Education as their major field of study. During the second semester of the sophomore year (a minimum of 45 semester hours of college course work), students should choose an area of secondary education as a *co-major*. Students interested in teaching art, music, or business should select a B.S. in Education degree program, specializing in the same subject area (see program requirements for these B.S. in Education degrees listed separately below).

Secondary education programs are designed to blend on-campus preparation with field experiences in a variety of school settings including high needs schools. Field work will culminate in full-time student teaching. Literacy, multicultural education, and information technology are integrated throughout all aspects of the programs. Hofstra's undergraduate programs in secondary education are New York State registered programs. Students who successfully complete one of these programs and who obtain passing scores on the New York State Teacher Certification Examinations (NYSTCE) will qualify for initial New York State Certification. See page 109 for additional information regarding teacher certification.

Admission Criteria for Secondary Education Programs

During the second semester of the sophomore year (having completed a minimum of 45 semester hours of college course work), students should apply for admission to the School of Education and Allied Human Services through the Department of Curriculum and Teaching. Admission into a B.A. degree program or a B.S. in Education degree program in the Department of Curriculum and Teaching is based on a comprehensive review of multiple criteria, including the following:

- A passing score on the Hofstra English Proficiency Exam.
- A GPA of 2.75 or higher on all course work.
- A GPA of 2.75 or higher in the subject area in which certification will be sought.
- Two letters of reference addressing the applicant's potential to succeed in the teaching profession.
- A written personal statement of professional intent and rationale.
- An interview, audition, and/or portfolio may be required in some programs (see academic advisers in the area in which certification will be sought).

The department undertands that any single criterion may not reliably predict a student's potential for success in the program. Students may consider applying even if they fail to meet one of the criteria but feel that other aspects of their experience might compensate.

After being accepted into the School of Education and Allied Human Services, students must declare an education co-major by submitting a Change of Major Form to the Office of Academic Records. This form must be signed by program advisers for each major area.

Required Course Work for B.A. Degree Programs within Secondary Education

In order to ensure that prospective teachers have a broad education in the liberal arts and sciences, all students in B.A. degree programs with co-majors in secondary education must complete course work from each of the content areas below.

(Students completing B.S. in Education degrees to be certified in the visual arts, business education, or music education should see specific course requirements for these programs listed separately below.) When programs are planned carefully, these requirements may be satisfied while completing the Hofstra Core Liberal Arts and Sciences requirements. The specific courses and minimum credits required for prospective teachers are indicated within each program. The designated courses within the following areas *must* be included in the B.A. degree program of the secondary education student.

AREAS TO BE INCLUDED IN SATISFYING THE HOFSTRA CORE:

Artistic Expression/Humanities (3 s.h.): AH 3-8, 74, 101; DNCE 127; DRAM 1; MUS 3, 130, or 135.

Communication (3 s.h.): SPCM 1, *Oral Communication*, or SPCM 7, *Public Speaking*.

Information Retrieval (0-3 s.h.): CSC 5, *Overview of Computer Science*; a passing score on the Examination for Information Retrieval (EIR), or comparable course work.

Historical Concepts (3 s.h.): Any HIST course listed under the Social Sciences Division of the Hofstra Core.

Social Science Concepts (3 s.h.): Any course from the Social Sciences Division of the Hofstra Core, PSY 7, *Fundamental Perspectives in Psychology*, or PSY 1, highly recommended (prerequisite for SED 102).

Philosophy (3 s.h.): Any PHI course listed under the Social Science Division of the Hofstra Core. PHI 14, *Introduction to Ethics I*, recommended.

Language Other Than English (0-12 s.h.): Completion of level 4 in a language other than English, placement above level 4, or completion of the special language option (see page 79).

Scientific Processes (3 s.h.): Any natural science course listed under the Natural Sciences, Mathematics/Computer Science Division of the Hofstra Core, BIO 4, *Human Biology*, highly recommended.

Mathematical Processes (3 s.h.): Any MATH course listed under the Mathematics/Computer Science Division of the Hofstra Core. MATH 16, *Explorations in Mathematics*, highly recommended for non-mathematics and non-science majors.

Written Analysis and Expression (6 s.h.): ENGL 1-2, and a passing score on the Hofstra English Proficiency Exam.

Cross-Cultural Appreciation (3 s.h.): Any course listed under the Cross-Cultural Division of the Hofstra Core.

Transfer students must plan their courses of study carefully with an academic adviser to ensure that their programs will fulfill both University and New York State Education Department requirements.

REQUIRED PROFESSIONAL EDUCATION COURSES:

Beyond the completion of all major requirements for the B.A. degree in the subject area in which certification will be sought, the co-major in an area of secondary education requires the completion of at least 31 semester hours in education course work. The following is the basic structure of secondary education programs specializing in the teaching of English, languages other than English, mathematics, science, social studies, or speech communication. (Students completing a B.S. in Education degree to be certified in the visual arts, business, or music should see specific course requirements for those programs listed separately below.)

Introductory Courses (10 s.h.):

FDED 111, *The American School* or FDED 127, *Introduction to Philosophy of Education*. 3 s.h.

SED 100, *Educational Technology in Secondary and Middle Level Education*. 1 s.h.

*SED 102, *Adolescent Development and Learning*. (PSY 7 or PSY 1

is prerequisite) 3 s.h.

*SPED 102, *Inclusion: Meeting Special Needs in PreK-12 Programs*, 3 s.h.

General Methods Courses (6 s.h.):

*SED 151, *The Secondary School Teacher*, 3 s.h.

*LYST 101, *Literacy for Middle/High School Teachers*, 3 s.h.

Special Methods and Curriculum Courses (6 s.h.):

*SED 152-160 content specialization teaching methods courses. 3 s.h.

SED 163-167 content specialization curriculum courses. 3 s.h.

Student Teaching and Co-requisite Seminars (9 s.h.):

SED 178, *Reflective Practice and Classroom Analysis*. (Requires completion of an electronic portfolio.) 3 s.h.

SED 179, *Student Teaching*. 6 s.h.

*Courses requiring a 20 clock-hour field placement. Students must provide transportation to and from field placements.

Students who have more credits than they need to fulfill the bachelor's degree requirements may take secondary education graduate courses for graduate credit, up to 9 semester hours, with permission. (See Graduate Courses Taken by Undergraduates on page 70.)

Student Teaching Prerequisites

After completing at least 19 semester hours of professional education course work, including the special methods course(s), and an adviser audit of content area course work, students may apply for admission to student teaching. Application forms may be obtained from the Office of Field Placement and returned by October 1 for the spring semester and March 1 for the fall semester. Admission criteria are as follows: (1) a cumulative GPA of 2.75 on overall course work or permission of adviser; *(2) no grades lower than C– or unresolved INCs in professional education course work; and (3) a GPA of 2.5 or higher in course work in the major area in which certification will be sought. ***See note below regarding teacher certification examinations.

Graduation Requirements for Secondary Education Programs

Graduation from an undergraduate secondary education program requires: (1) completion of all graduation requirements for the appropriate bachelor's degree in the major content area in which certification will be sought; (2) completion of all course requirements for the co-major in the concentration area within secondary education (not applicable for B.S. in Education degrees); *(3) no grades lower than C– or unresolved INCs in professional education course work; (4) a minimum GPA of 2.75 in overall course work; (5) a minimum GPA of 2.5 in the major area in which certification will be sought; (6) an electronic portfolio, illustrating the student's education course work and professional accomplishments.

Teacher Certification Requirements

Upon the 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 three examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 109.

**Other courses may be required for certain specializations. Students receiving a grade lower than C– on a professional education course must retake the course and receive a grade of C– or higher in order to remain in the program.

***It is *strongly recommended* that students complete the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations prior to student teaching and the Assessment of Teaching Skills Written (ATS-W), and the Content Specialty Test (CST) during student teaching. All three New York State Teacher Certification Examinations (NTSTCE) should be completed prior to graduation.

ART EDUCATION

B.S. IN ED.—SPECIALIZATION IN FINE ARTS EDUCATION: This program leads to certification as a teacher of the visual arts in grades PreK-12 in New York State. The aim of this program is to provide prospective teachers with comprehensive knowledge and skills in the fine arts which, together with fundamental courses in education, will lead to public school teaching. Special subject programs are designed to blend on-campus preparation with field experiences in a variety of school settings, culminating in full-time student teaching. Literacy, multicultural education, and information technology are integrated throughout all aspects of the programs. This program is in conformity with standards for art teacher preparation published by the National Art Education Association, the New York State Art Education Association, and the New York State Learning Standards for the Arts. Assistant Professor Zwirn, *Adviser*

PROGRAM REQUIREMENTS

After completing a minimum of 45 semester hours of college course work, the student should apply for admission to the School of Education and Allied Human Services through the Department of Curriculum and Teaching. For admission policies and procedures, see Secondary Education, Undergraduate Programs, page 283.

The B.S. in Education degree with a specialization in fine arts education requires the following:

1. The successful completion of 129 semester hours with a cumulative grade point average (GPA) of 2.75 or better in all course work and a GPA of 2.5 or better in fine arts course work.
2. At least 64 semester hours must be in the liberal arts and sciences.
3. There are two requirements that ordinarily must be completed in residence at Hofstra: 29 semester hours of course work in education, including student teaching; and the last 30 semester hours taken. (Education courses need not be included within the last 30 semester hours.)
4. The following general and major requirements:
 - a) ENGL 1-2 and a passing score on the English Proficiency Exam. (See University Degree Requirements, page 71), 6 s.h.
 - b) Philosophy, 3 s.h.: PHI 10, 14, or 20.
 - c) Humanities, 6 s.h. from the Hofstra Core including SPCM 1.
 - d) Language other than English, 0-6 s.h.: completion of 6 s.h. in a language other than English, or 6 s.h. placement equivalency. Six semester hours of American Sign Language (REHB 191 and 192) will satisfy this requirement but does not provide liberal arts and sciences credit.
 - e) Social science, 6 s.h. including: PSY 1 or PSY 7.
 - f) Natural science and mathematics/computer science, 9 semester hours including: natural science, 3 s.h.; mathematics, 3 s.h.; and computer science, 3 s.h.
 - g) Fine arts and art History, 57 semester hours including: FA 10, 11, 12, 13, 14, 15, 16, 27, 45, 80A, 170, 172, and 199; SCO 4; AH 3, 4, and either AH 103, 114, 118, 161, or 165. Students are also required to complete 6 semester hours in *one* of the following areas of specialization:
 - ceramics (FA 80, 81, 82, 83, 180, or 180A)
 - graphic design (FA 51, 51A, 158, or 159G)
 - painting (FA 45A, 46, 47, 48, 160, or 166)

- photography (FA 170A, 170B, 170E, 170F, 170G, 170H, or 171)
 - sculpture (FA 58, 59, 161, or 167)
- Alternatively, the specialization requirement can be met with 9 semester hours in metalsmithing (FA 70, 120, 121, 122, or 123).

Reports based on museum visits are required of students in some fine arts courses.

h) Education, 29 s.h. including:

*CT	102.	<i>Development and Learning in Childhood and Adolescence</i>	3 s.h.
*SPED	102.	<i>Inclusion: Meeting Special Needs in PreK-12 Programs</i>	3 s.h.
FDED	111.	<i>The American School</i> or	
FDED	127.	<i>Introduction to Philosophy of Education</i>	3 s.h.
LYST	102.	<i>Literacy, Art, and Music</i>	1 s.h.
SED	100.	<i>Educational Technology in Secondary and Middle Level Education</i>	1 s.h.
*SED	113.	<i>Teaching Art in the Elementary School</i>	3 s.h.
*SED	114.	<i>Teaching Art in the Secondary School</i>	3 s.h.
*SED	151.	<i>The Secondary School Teacher</i>	3 s.h.
SED	178.	<i>Reflective Practice and Classroom Analysis</i> (Electronic portfolio is required)	3 s.h.
CT	179.	<i>Student Teaching</i> (placements in grades PreK-6 and Grades 7-12)	6 s.h.

*Twenty clock hours of participation/observation in elementary and secondary schools are required in each of the following courses:

CT	102.	Field Placement—grades PreK-6
SED	113.	Field Placement—grades PreK-6
SED	114.	Field Placement—grades 7-12
SED	151.	Field Placement—grades 7-12
SPED	102.	Field Placement in varied settings, grades PreK-12

Students receiving a grade lower than C– in a professional education course must repeat the course and receive a grade of C– or higher in order to remain in the program.

Student Teaching Prerequisites

After completing at least 19 semester hours of professional education course work and an adviser audit of content area course work, students may apply for admission to student teaching. Application forms may be obtained in the Office of Field Placement. Admission criteria are as follows: (1) a cumulative GPA of 2.75 or better on overall course work or permission of adviser; (2) no grades lower than C– and no unresolved INC grades in professional education course work; (3) a GPA of 2.5 or higher in fine arts content courses.

**See note below regarding teaching certification examinations.

Graduation Requirements

Graduation from the program requires: (1) completion of all graduation requirements for the bachelor’s degree in the major content area in which the certification will be sought; (2) completion of all course requirements for the co-major in the concentration area within secondary education; (3) no grades lower than C– and no unresolved INC grades in professional course work; (4) a minimum GPA of 2.75 in overall course work; (5) a minimum GPA of 2.5 in the major area in which the certification will be sought; (6) an electronic portfolio, illustrating the student’s education course work and professional accomplishments.

Teacher Certification Requirements

Upon the 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) and the Assessment of Teaching Skills—Written (ATS-W), and the Content Specialty Test (CST). Students not receiving passing scores on all three examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 109.

**NOTE: It is *strongly recommended* that students complete the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examinations prior to student teaching and the Assessment of Teaching Skills—Written (ATS-W), and the Content Specialty Test (CST) during student teaching. All three NYSTCE’s should be completed prior to graduation. Students not receiving passing scores on all three examinations will not be eligible for certification.

BUSINESS EDUCATION

The Business Education program, offered in cooperation with the Zarb School of Business and the School of Education and Allied Human Services, leads to New York State Initial Certification for classroom teachers of Business Education (grades 7-12). Courses in the Business Education program are taken in combination with an appropriate business major. Literacy, multicultural education, and information technology are integrated throughout all aspects of the program. The degree program followed is the Bachelor of Business Administration (B.B.A.; see page 100 for complete description). The Business Education program conforms with the New York State Learning Standards for Career Development and Occupational Studies. Assistant Professor Stacki, *Adviser*

Program Requirements

Prospective teachers of business education in secondary and middle-level schools (grades 7-12) choose the Bachelor of Business Administration (B.B.A.) as a degree program within the Zarb School of Business. They select a major field of specialization in one of the following areas: Accounting, Business Computer Information Systems, Entrepreneurship, Finance, International Business, Management, or Marketing. After completing a minimum of 45 s.h. of college course work, the student then chooses Business Education as a *co-major*. For admission policies, procedures, and program requirement, see Secondary Education, Undergraduate Programs on page 283.

Students in the B.B.A. program with a co-major in Business Education must satisfy all of the requirements for the B.B.A. degree specified on page 100. These include a Liberal Arts Core, specific liberal arts requirements for B.B.A. students, Business Core, and course work within the major field of specialization.

The co-major in Business Education consists of a minimum of 31 semester hours of education course work including each of the following:

Introductory courses: 10 s.h.

Choose <i>one</i> course from:		3 s.h.
FDED	111. <i>The American School</i>	
OR	127. <i>Philosophy of Education</i>	
SED	100. <i>Educational Technology in Secondary & Middle Level Education</i>	1 s.h.
*SED	102. <i>Adolescent Development & Learning</i> (PSY 1 or PSY 7 prerequisite)	3 s.h.
*SPED	102. <i>Inclusion: Meeting Special Needs in PreK-12 Programs</i>	3 s.h.

General Methods courses: 6 s.h.

*SED	151. <i>The Secondary School Teacher</i>	3 s.h.
*LYST	101. <i>Literacy for Middle/High School Teachers</i>	3 s.h.

Special Methods and Curriculum courses: 6 s.h.

*SED	158. <i>Teaching of Business & Information Systems</i>	3 s.h.
------	--	--------

160. *Exploring Curriculum in Business & Information Systems* 3 s.h.

Student Teaching & Co-requisite Seminars: 9 s.h.

SED 178. *Introduction to Reflective Practice & Classroom Analysis* 3 s.h.
(Requires completion of an electronic portfolio.)

179. *Student Teaching* 6 s.h.
Total 31 s.h.

*Twenty clock hours of participation/observation in secondary school are required in each of the following courses: SED 102, 151, 158; LYST 101; SPED 102. Students receiving a grade lower than C- in a professional education course must repeat the course and receive a grade of C- or higher in order to remain in the program.

Student Teaching Prerequisites

After completing at least 19 semester hours of professional education course work, students may apply for admission to student teaching. Application forms may be obtained in the Office of Field Placement. Admission criteria are as follows: 1) a cumulative GPA of 2.75 or better on overall course work or permission of adviser; 2) no grades lower than C- and no unresolved INC grades in professional education course work; 3) a GPA of 2.5 or higher in content courses.

*See note below regarding teaching certification examinations.

Graduation Requirements

Graduation from the program requires 1) completion of all graduation requirements for the bachelor's degree in the major content area in which the certification will be sought; 2) completion of all course requirements for the co-major in the concentration area within secondary education; 3) no grades lower than C- and no unresolved INC grades in professional education course work; 4) a minimum GPA of 2.75 in overall course work; 5) a minimum GPA of 2.5 in the major area in which the certification will be sought; 6) an electronic portfolio, illustrating the students education course work and professional accomplishments.

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 (LAST) and the Assessment of Teaching Skills—Written (ATS-W). Students not receiving passing scores on these examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 109.

**Note: It is *strongly recommended* that students complete the Liberal Arts and Sciences (LAST) of the New York State Teacher Certification Examinations prior to student teaching and the Assessment of Teaching Skills—Written (ATS-W), and the Content Specialty Test (CST) during student teaching. Both NYSTCE's tests should be completed prior to graduation. Students not receiving passing scores on examinations will not be eligible for certification.

COMMERCIAL SUBJECTS

One degree program followed is the Bachelor of Business Administration (see page 100 for complete description). Students who wish to be certified in business subjects should consult the Zarb School of Business for selection of a major field for the B.B.A. and proper courses for meeting certification requirements.

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

It is *recommended* that prospective secondary education teachers of business subjects complete PSY 7 (which is a prerequisite to

SED 102); complete SPCM 1; also *recommended* that *all* prospective teachers of academic subjects (7-12) or special subjects (K-12) complete PHI 14.

Prospective teachers of business subjects must complete at least 21 semester hours of education courses, with advisement, including a 3-semester hour 100-level course in foundations of education; SED 102 (PSY 1 or 7 is prerequisite); SED 151; 158 or 159 or 160; 117 and 101.

BUSINESS AND DISTRIBUTIVE EDUCATION

For the addition of distributive education to the business education certification requirements, the student must submit proof of completion of the equivalent of one year retail experience. Assistant Professor Stacki, *Adviser*

ENGLISH EDUCATION

The degree program followed in the Bachelor of Arts (see page 79 for complete description). Courses in this program lead toward New York State initial teacher certification, valid for adolescence education in English (grades 7-12). Secondary education programs are designed to blend on-campus preparation with field experiences in a variety of school settings, culminating in full-time student teaching. Literacy, multicultural education, and information technology are integrated throughout all aspects of the programs. This program conforms with the New York State Learning Standards in English Language Arts and the recommendations of the National Council of Teachers of English.

Professor Murphy, *Adviser*

PROGRAM REQUIREMENTS

Prospective teachers of English choose English and American Literature or Creative Writing and Literature as a major within the liberal arts and sciences. During the second semester of the sophomore year (a minimum of 45 semester hours of college course work), the student then chooses English Education as a *co-major*. For program admission policies, procedures, and program requirements, see Secondary Education, Undergraduate Program, page 283.

In addition to the English course requirements for the B.A. in English (see page 181), prospective teachers of English must also include in their programs of study the following courses:

- 6 s.h. of American literature (ENGL 51, *The American Literary Identity*, or ENGL 143, *American Literature I*, and ENGL 52, *The American Experience on Context*, or ENGL 144, *American Literature II*, preferred);
- 6 s.h. of English literature (ENGL 41, *English Literature I* and ENGL 42, *English Literature II*, preferred);
- 3 s.h., of world literature (ENGL 43, *Western Literature I* or ENGL 44, *Western Literature II*);
- 3 s.h. chosen from: ENGL 103, *Structure of English* preferred, ENGL 101 or 102 or LING 101, 151, 152, 161, or 190.

The co-major in English Education consists of a minimum of 31 semester hours of education course work, including each of the following:

Introductory courses—10 s.h.

- | | | |
|------------|--|--------|
| FDED 111. | <i>The American School</i> or | |
| | 127. <i>Introduction to Philosophy of Education</i> | 3 s.h. |
| SED 100. | <i>Educational Technology in Secondary and Middle Level Education</i> | 1 s.h. |
| *SED 102. | <i>Adolescent Development and Learning</i> (PSY 7 or PSY 1 is prerequisite), | 3 s.h. |
| *SPED 102. | <i>Inclusion: Meeting Special Needs in PreK-12 Programs</i> | 3 s.h. |

General methods courses—6 s.h.

- | | | |
|------------|---|--------|
| *SED 151. | <i>The Secondary School Teacher</i> | 3 s.h. |
| *LYST 101. | <i>Literacy for Middle/High School Teachers</i> | 3 s.h. |

Special methods and curriculum courses—6 s.h.

*SED	152.	<i>Teaching of English</i>	3 s.h.
	164.	<i>Young Adult Literature</i>	3 s.h.
Student Teaching and corequisite seminars—9 s.h.			
SED	178.	<i>Reflective Practice and Classroom Analysis</i> (Requires completion of an electronic portfolio.)	3 s.h.
SED	179.	<i>Student Teaching</i> (Placement in grades 7-9 and grades 10-12)	6 s.h.

*Twenty clock hours of participation/observation in middle and secondary schools are required in each of the following courses:

SED	102.	Field Placement—grades 7-9
SED	151.	Field Placement—grades 7-12
SED	152.	Field Placement—grades 10-12
SPED	102.	Field Placement—grades 7-12
LYST	101.	Field Placement—grades 7-12

Students receiving a grade lower than C– in a professional education course must repeat the course and receive a grade of C– or higher in order to remain in the program.

Student Teaching Prerequisites

After completing at least 19 semester hours of professional education course work and an adviser audit of content area course work, students may apply for admission to student teaching. Application forms may be obtained in the Department of Curriculum and Teaching. Admission criteria are as follows: (1) a cumulative GPA of 2.75 or better on overall course work or permission of adviser; (2) no grades lower than C– and no unresolved INC grades in professional education course work; (3) a GPA of 2.5 or higher in English content courses.

**See note below regarding teacher certification examinations.

Graduation Requirements

Graduation from the program requires: (1) completion of all graduation requirements for the bachelor's degree in the major content area in which the certification will be sought; (2) completion of all course requirements for the co-major in the concentration area within secondary education; (3) no grades lower than C– and no unresolved INC grades in professional education course work; (4) a minimum GPA of 2.75 in overall course work; (5) a minimum GPA of 2.5 in the major area in which the certification will be sought; (6) an electronic portfolio, illustrating the student's education course work and professional accomplishments.

Teacher Certification Requirements

Upon the 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 three examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 109.

**NOTE: It is *strongly recommended* that students complete the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination prior to student teaching and the Assessment of Teaching Skills—Written (ATS-W), and the Content Specialty Test (CST) during student teaching. All three NYSTCE's should be completed prior to graduation. Students not receiving passing scores on all three examinations will not be eligible for certification.

FOREIGN LANGUAGE EDUCATION

The degree program followed in the Bachelor of Arts (see page 79 for complete description). Courses in this program lead toward New York State initial teacher certification, valid for a

language other than English in grades 7-12. Secondary education programs are designed to blend on-campus preparation with field experiences in a variety of school settings, culminating in full-time student teaching. Literacy, multicultural education, and information technology are integrated throughout all aspects of the programs. The program conforms to the New York State Learning Standards for Languages Other Than English. Associate Professor Jean, *Adviser*

PROGRAM REQUIREMENTS

Prospective teachers of *French, Italian, Spanish, German* or *Russian* select the language they wish to teach as a liberal arts and science major (see specific language requirements). After completing a minimum of 45 semester hours of college semester hours of course work, the student then chooses Foreign Language Education as a *co-major*. For admission policies, procedures, and program requirement, see Secondary Education, Undergraduate Programs, page 283.

In the specific language studied, the prospective teacher must earn 24-36 semester hours above level 4 (depending upon the particular language major) and must acquire sufficient competence to utilize the language as an instrument of oral and written communication. Before student teaching, the prospective teacher must present to the Office of Field Placement a statement from the chairperson of his/her language major(s) attesting to proficiency in written and oral communication in that language. In addition, prospective teachers of French, Italian, Spanish, German, or Russian must be knowledgeable of the culture and society of the country or countries in which the target language is spoken.

All prospective teachers of French, Italian, Spanish, German, or Russian must complete a minimum of each of the following: 6 semester hours of culture, 3 semester hours of conversation practice, 3 semester hours of grammar, and 3 semester hours of composition (see academic advises within the major for specific courses). The adviser may recommend additional course work in one or more of these areas to remedy identified weaknesses. Prospective teachers of French, Spanish or Italian will register for French 107, Spanish 108, or Italian 108 (*Individualized Oral Communication*, ½ s.h.) respectively for every semester the course is offered, once he/she has decided to prepare for secondary level teaching.

The *co-major* in Foreign Language Education consists of a minimum of 31 semester hours of education course work, including each of the following:

Introductory courses—10 s.h.

FDED	111.	<i>The American School</i> or	
	127.	<i>Introduction to Philosophy of Education</i>	3 s.h.
SED	100.	<i>Educational Technology in Secondary and Middle Level Education</i>	1 s.h.
*SED	102.	<i>Adolescent Development and Learning</i> (PSY 7 or PSY 1 is prerequisite),	3 s.h.
*SPED	102.	<i>Inclusion: Meeting Special Needs in PreK-12 Programs</i>	3 s.h.

General methods courses—6 s.h.

*SED	151.	<i>The Secondary School Teacher</i>	3 s.h.
*LYST	101.	<i>Literacy for Middle/High School Teachers</i>	3 s.h.
Special methods and curriculum courses—6 s.h.			
*SED	153.	<i>Teaching of Foreign Languages</i>	3 s.h.
	167.	<i>Exploring Curriculum for Languages Other than English</i>	3 s.h.

Student Teaching and corequisite seminars—9 s.h.

SED	178.	<i>Reflective Practice and Classroom Analysis</i> (Requires completion of an electronic portfolio.)	3 s.h.
SED	179.	<i>Student Teaching</i> (Placement in grades 7-9 and grades 10-12)	6 s.h.

*Twenty clock hours of participation/observation in middle and secondary schools are required in each of the following courses:

SED	102.	Field Placement—grades 7-9
SED	151.	Field Placement—grades 7-12
SED	153.	Field Placement—grades 10-12
SPED	102.	Field Placement—grades 7-12
LYST	101.	Field Placement—grades 7-12

Students receiving a grade lower than C– in a professional education course must repeat the course and receive a grade of C– or higher in order to remain in the program.

Student Teaching Prerequisites

After completing at least 19 semester hours of professional education course work and an adviser audit of content area course work, students may apply for admission to student teaching. Application forms may be obtained in the Department of Curriculum and Teaching. Admission criteria are as follows: (1) a cumulative GPA of 2.75 or better on overall course work or permission of adviser; (2) no grades lower than C– and no unresolved INC grades in professional education course work; (3) a GPA of 2.5 or higher in course work in the target language.

**See note below regarding teacher certification examinations.

Graduation Requirements

Graduation from the program requires: (1) completion of all graduation requirements for the bachelor's degree in the major content area in which the certification will be sought; (2) completion of all course requirements for the co-major in the concentration area within secondary education; (3) no grades lower than C– and no unresolved INC grades in professional education course work; (4) a minimum GPA of 2.75 in overall course work; (5) a minimum GPA of 2.5 in the major area in which the certification will be sought; (6) an electronic portfolio, illustrating the student's education course work and professional accomplishments.

Teacher Certification Requirements

Upon the 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 three examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 109.

**NOTE: It is *strongly recommended* that students complete the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination prior to student teaching and the Assessment of Teaching Skills—Written (ATS-W), and the Content Specialty Test (CST) during student teaching. All three NYSTCE's should be completed prior to graduation. Students not receiving passing scores on all three examinations will not be eligible for certification.

MATHEMATICS EDUCATION

The degree program followed is the Bachelor of Arts (see page 79 for complete description). Courses in this program lead toward New York State initial teacher certification, valid for adolescence education in mathematics (grades 7-12). Secondary education programs are designed to blend on-campus preparation with field experiences in a variety of school settings, culminating in full-time student teaching. Literacy, multicultural education, and information technology are integrated throughout all aspects of the programs. The Program conforms to the New York State Learning Standards in Mathematics, Science, and Technology and with the recommendations of the National

Council of Teachers of Mathematics.
Professor Whitton, *Adviser*

PROGRAM REQUIREMENTS

Prospective teachers of mathematics choose mathematics as a major within the liberal arts and sciences. After completing a minimum of 45 semester hours of college course work, the student then chooses Mathematics Education as a *co-major*. For admission policies, procedures, and program requirements, see Secondary Education, Undergraduate Programs, page 283.

The B.A. degree in Mathematics requires a minimum of 40 semester hours of course work in mathematics. At least 6 semester hours of course work chosen from the category of Natural Sciences in the Hofstra Core (see page 82) are also required for prospective teachers of mathematics. The following courses (or comparable course work in the indicated areas) must be completed within the B.A. degree program in Mathematics (see page 263):

MATH	19.	<i>Analytic Geometry and Calculus I</i>	4 s.h.
	20.	<i>Analytic Geometry and Calculus II</i>	4 s.h.
	29.	<i>Analytic Geometry and Calculus III</i>	4 s.h.
	133.	<i>Geometry</i> or	
	134.	<i>Topics in Geometry</i>	3 s.h.
	135A.	<i>Linear Algebra</i>	4 s.h.
	137.	<i>Mathematical Probability and Statistics</i>	3 s.h.
	141.	<i>Applied Finite Mathematics</i>	3 s.h.
	143.	<i>Engineering Mathematics I</i>	3 s.h.
	145.	<i>Higher Algebra I</i>	3 s.h.
	171.	<i>Advanced Calculus I</i>	3 s.h.
	146.	<i>Higher Algebra II</i> or	
	172.	<i>Advanced Calculus II</i>	3 s.h.
		100-level Elective	3 s.h.

The co-major in Mathematics Education consists of a minimum of 31 semester hours of professional education course work, including each of the following:

Introductory courses—10 s.h.

FDED	111.	<i>The American School</i> or	
	127.	<i>Introduction to Philosophy of Education</i>	3 s.h.
SED	100.	<i>Educational Technology in Secondary and Middle Level Education</i>	1 s.h.
*SED	102.	<i>Adolescent Development and Learning</i> (PSY 7 or PSY 1 is prerequisite)	3 s.h.
*SPED	102.	<i>Inclusion: Meeting Special Needs in PreK-12 Programs</i>	3 s.h.

General methods courses—6 s.h.

*SED	151.	<i>The Secondary School Teacher</i>	3 s.h.
*LYST	101.	<i>Literacy for Middle/High School Teachers</i>	3 s.h.
*SED	154.	<i>Teaching of Mathematics</i>	3 s.h.
	166.	<i>Exploring the Mathematics Curriculum</i>	3 s.h.

Student Teaching and corequisite seminars—9 s.h.

SED	178.	<i>Reflective Practice and Classroom Analysis</i> (Requires completion of an electronic portfolio.)	3 s.h.
SED	179.	<i>Student Teaching</i> (Placement in grades 7-9 and grades 10-12)	6 s.h.

*Twenty clock hours of participation/observation in middle and secondary schools are required in each of the following courses:

SED	102.	Field Placement—grades 7-9
SED	151.	Field Placement—grades 7-12
SED	154.	Field Placement—grades 10-12
SPED	102.	Field Placement—grades 7-12
LYST	101.	Field Placement—grades 7-12

Students receiving a grade lower than C– in a professional education course must repeat the course and receive a grade of C– or higher in order to remain in the program.

Student Teaching Prerequisites

After completing at least 19 semester hours of professional

education course work and an adviser audit of content area course work, students may apply for admission to student teaching. Application forms may be obtained in the Department of Curriculum and Teaching. Admission criteria are as follows: (1) a cumulative GPA of 2.75 or better on overall course work or permission of adviser; (2) no grades lower than C– and no unresolved INC grades in professional education course work; (3) a GPA of 2.5 or higher in mathematics content courses.

***See note below regarding teacher certification examinations.*

Graduation Requirements

Graduation from the program requires: (1) completion of all graduation requirements for the bachelor's degree in the major content area in which the certification will be sought; (2) completion of all course requirements for the co-major in the concentration area within secondary education; (3) no grades lower than C– and no unresolved INC grades in professional education course work; (4) a minimum GPA of 2.75 in overall course work; (5) a minimum GPA of 2.5 in the major area in which the certification will be sought; (6) an electronic portfolio, illustrating the student's education course work and professional accomplishments.

Teacher Certification Requirements

Upon the 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 three examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 109.

****NOTE:** It is *strongly recommended* that students complete the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination prior to student teaching and the Assessment of Teaching Skills—Written (ATS-W), and the Content Specialty Test (CST) during student teaching. All three NYSTCE's should be completed prior to graduation. Students not receiving passing scores on all three examinations will not be eligible for certification.

MUSIC EDUCATION

B.S. in Ed.—Specialization in Music Education: This program leads to initial certification as a teacher of music in grades PreK-12 in New York State. The aim of the program is to provide prospective teachers with comprehensive knowledge and skills in music which, together with fundamental courses in education will lead to effective public school teaching. The program conforms with the National Standards for Arts Education and the New York State Learning Standards for the Arts.

Assistant Professor Robinson, *Adviser*

PROGRAM REQUIREMENTS

After completing SED 111 and receiving a passing score on the Piano Proficiency Examination, students may apply for admission to the School of Education and Allied Human Services through the Department of Curriculum and Teaching. This typically occurs during the student's junior year. For admission policies

and procedures, see Secondary Education, Undergraduate Programs, page 283.

The B.S. in Education degree with a specialization in music education requires the following:

1. The successful completion of 129 semester hours with a cumulative grade point average (GPA) of 2.75 or better in all course work.
2. At least 65 semester hours must be in the liberal arts and sciences with no fewer than 40 semester hours outside the department of music.
3. There are two requirements that ordinarily must be completed in residence at Hofstra: 29 semester hours of course work in education, including student teaching; and the last 30 semester hours of course work taken. (Education courses need not be included within the last 30 semester hours.)
4. The following general and major requirements:
 - a) ENGL 1-2 and a passing score on the Hofstra English Proficiency Exam (see University Degree Requirements, page 71), 6 s.h.
 - b) History—any HIST course listed under the Social Sciences Division of the Hofstra Core, 3 s.h.
 - c) Social sciences—PSY 1 or 7 (prerequisite for CT 102). 3 s.h.
 - d) Philosophy—any PHI course listed under the Social Sciences Division of the Hofstra Core, 3 s.h. PHI 14 is highly recommended.
 - e) Language other than English—Completion of 6 s.h. of a language other than English, language placement equivalent to 6 credits, or 6 s.h. of American Sign Language (REHB 191 and 192) will satisfy this requirement but does not provide liberal arts and sciences credit.
 - f) Scientific Processes—Any natural science course listed under the Natural Sciences, Mathematics/Computer Science Division of the Hofstra Core, 3 s.h.
 - g) Communication—SPCM 1, 3 s.h.
 - h) Artistic Expression—Any MUS course listed under Music in Hofstra's offerings, 3 s.h.
 - i) Information Retrieval—CSC 5, a passing score on the Examination for Information Retrieval (EIR), or comparable course work, 0-3 s.h.
 - j) Mathematical Processes—Any MATH course listed under the Mathematics/Computer Science subdivision of the Hofstra Core, 3 s.h. MATH 16 highly recommended.
 - k) Music Course Work:

Performance Requirements: 6 s.h.

Students are required to take the following:

MUS 20, *Ensemble*, (8 semesters), Major Organization, MUS 21-25, (8 semesters), and Private Instruction (6 semesters). Course Requirements: MUS 30, *Conducting Ensemble*; MUS 48, *Musical Styles and Structures*; MUS 61&62, *Elementary Eartraining*; MUS 63-64, *Advanced Eartraining*; MUS 69, *Music Fundamentals and Species Counterpoint*; MUS 70A, *Introduction to Harmony and Analysis*; MUS 71-72, *Harmony*; MUS 107, *Orchestral Conducting*; MUS 108, *Choral Conducting*; MUS 143, 144, *History of Music*; MUS 145, *History of Music: The 20th Century*; MUS 154, *Form Analysis*; MUS 165, *Scoring for the Band* or MUS 166, *Orchestration*; MUS 172A, *Choral and General Music Methods in the Secondary School*. Eight semester hours as advised in MUS 31-38A—Instrumental Classes; this includes MUS 35&35A, B, C, *Piano Class*, if required, (see note). In addition, all education majors are required to participate in 4 semester hours in a performing choral organization.

NOTE: students without previous keyboard experience should enroll in MUS 35A, B, C, during freshman and sophomore semesters. The *Piano Proficiency Examination* must be passed before applying for admission to the School of Education and Allied Human Services. Keyboard majors will take 2 semesters of Voice Class.

5. Professional Education Course Work: 30 s.h. including:

*CT	102.	<i>Development and Learning in Childhood and Adolescence</i>	3 s.h.
*SPED	102.	<i>Inclusion: Meeting Special Needs in PreK-12 Program</i>	3 s.h.
FDED	111.	<i>The American School</i> or	
FDED	127.	<i>Introduction to Philosophy of Education</i>	3 s.h.
LYST	102.	<i>Literacy, Art, and Music</i>	1 s.h.
SED	100M.	<i>Application of Technology in Music Education</i>	1 s.h.
*SED	111.	<i>Teaching Music at the Elementary Level</i>	3 s.h.
*SED	112.	<i>Teaching Instrumental Music</i>	3 s.h.
SED	122	<i>Music for the World's Children: An Introduction to Music Education</i>	1 s.h.
*SED	151.	<i>The Secondary School Teacher</i>	3 s.h.
SED	178.	<i>Reflective Practice and Classroom Analysis</i> (Electronic portfolio is required)	3 s.h.
CT	179.	<i>Student Teaching</i> (Placements in grades PreK-6 and Grades 7-12)	6 s.h.

*Twenty clock hours of participation/observation in middle and secondary schools are required in each of the following courses:

CT	102.	Field Placement—grades PreK-6
SED	111.	Field Placement—grades PreK-6
SED	112.	Field Placement—grades 7-12
SED	151.	Field Placement—grades 7-12
SPED	102.	Field Placement in varied settings, grades PreK-12

Students receiving a grade lower than C– in a professional education course must repeat the course and receive a grade of C– or higher in order to remain in the program.

Student Teaching Prerequisites

After completing at least 19 semester hours of professional education course work and an adviser audit of content area course work, students may apply for admission to student teaching. Application forms may be obtained in the Department of Curriculum and Teaching. Admission criteria are as follows: (1) a cumulative GPA of 2.75 or better on overall course work or permission of adviser; (2) no grades lower than C– and no unresolved INC grades in professional education course work; (3) a GPA of 2.5 or higher in music content courses. **See note below regarding teacher certification examinations.

Graduation Requirements

Graduation from the program requires: (1) completion of criteria listed in 1-4 above; (2) no grades lower than C– and no unresolved INC grades in professional education course work; (3) an overall GPA of 2.75 or better in all course work; (4) a GPA of 2.5 or better in music course work, and (5) an electronic portfolio, illustrating the student's education course work and professional accomplishments.

Teacher Certification Requirements

Upon the 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), and the Assessment of Teaching Skills—Written (ATS-W). Students not receiving passing scores on both examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 109.

**NOTE: It is *strongly recommended* that students complete the Liberal Arts and Sciences Test (LAST) of the New York State

Teacher Certification Examination prior to student teaching and the Assessment of Teaching Skills—Written (ATS-W) during student teaching. Both NYSTCE's should be completed prior to graduation. Students not receiving passing scores on both examinations will not be eligible for certification.

PHYSICAL EDUCATION

B.S. IN EDUCATION—SPECIALIZATION IN THE TEACHING OF PHYSICAL EDUCATION, see page 255.

SCIENCE EDUCATION

The degree program followed is the Bachelor of Arts (see page 79 for complete description). Courses in the science education program, taken in combination with the appropriate liberal arts and sciences major, lead toward New York State initial teacher certification in biology, chemistry, earth science, or physics (grades 7-12). Regardless of the certification area in science that is selected, the program provides necessary course work for additional certification in general science, as well. Literacy, multicultural education, and information technology are integrated throughout all aspects of the programs. This program conforms with the New York State Learning Standards in Mathematics, Science and Technology and with the recommendations of the National Science Teachers' Association.

Associate Professor Hines, *Adviser*

PROGRAM REQUIREMENTS

Students select a major in one of the following areas of science: biology, chemistry, geology, or physics. Students interested in obtaining teaching certification in earth science should major in geology. After completing a minimum of 45 semester hours of college course work, the student then chooses Science Education as a *co-major*. For admissions policies, procedures, and requirements, see Secondary Education, Undergraduate Programs on page 283.

In addition to meeting all the course requirements for the B.A. degree in the selected science major (biology, page 136; chemistry, page 145; geology, page 201; or physics, page 265, prospective teachers of science must include within their overall undergraduate program of study at least six (6) semester hours in *each* of the following areas: biology, chemistry, geology, physics, and calculus-based mathematics. Students who are preparing to teach earth science are required to include GEOL 7. *Earth Science I*, and GEOL 8. *Earth Science II*, among their course work. Students who are preparing to teach biology are *strongly recommended* to take BIO 24, *Comparative Anatomy*, BIO 114. *General Ecology*, BIO 147, *Invertebrate Zoology*, and BIO 149A. *Plant Physiology*, as electives within their biology major. All of the content requirements for the teaching of chemistry and physics are included within the major course requirements for those programs.

The co-major in Science Education consists of at least 31 semester hours of education course work, including each of the following:

Introductory courses—10 s.h.

FDED	111.	<i>The American School</i> or	
	127.	<i>Introduction to Philosophy of Education</i>	3 s.h.
SED	100.	<i>Educational Technology in Secondary and Middle Level Education</i>	1 s.h.
*SED	102.	<i>Adolescent Development and Learning</i> (PSY 7 or PSY 1 is prerequisite),	3 s.h.
*SPED	102.	<i>Inclusion: Meeting Special Needs in PreK-12 Programs</i>	3 s.h.

General methods courses—6 s.h.

*SED	151.	<i>The Secondary School Teacher</i>	3 s.h.
*LYST	101.	<i>Literacy for Middle/High School Teachers</i>	3 s.h.

Special methods and curriculum courses—6 s.h.

*SED	155.	<i>Teaching of Science</i>	3 s.h.
SED	165.	<i>Understanding Science Curriculum</i>	3 s.h.

Student Teaching and corequisite seminars—9 s.h.			
SED	178.	<i>Reflective Practice and Classroom Analysis</i> (Requires completion of an electronic portfolio.)	3 s.h.
SED	179.	<i>Student Teaching</i> (Placement in grades 7-9 and grades 10-12)	6 s.h.

For liberal arts and sciences requirements, student teaching prerequisites, graduation requirements, and teacher certification policies, see Secondary Education, Undergraduate Programs on page 283.

*Twenty clock hours of participation/observation in middle and secondary schools are required in each of the following courses:

SED	102.	Field Placement—grades 7-9
SED	151.	Field Placement—grades 7-12
SED	155.	Field Placement—grades 10-12
SPED	102.	Field Placement—grades 7-12
LYST	101.	Field Placement—grades 7-12

Students receiving a grade lower than C– in a professional education course must repeat the course and receive a grade of C– or higher in order to remain in the program.

Student Teaching Prerequisites

After completing at least 19 semester hours of professional education course work, and an adviser audit of content area course work, students may apply for admission to student teaching. Application forms may be obtained in the Office of Field Placement. Admission criteria are as follows: (1) a cumulative GPA of 2.75 or better on overall course work or permission of adviser; (2) no grades lower than C– and no unresolved INC grades in professional education course work; (3) a GPA of 2.5 or higher in science content courses.

**See note below regarding teacher certification examinations.

Graduation Requirements

Graduation from the program requires: (1) completion of criteria listed in 1-4 above, (2) no grades lower than C– and no unresolved INC grades in professional education course work, (3) an overall GPA of 2.75 or better in all course work; (4) a GPA of 2.5 or better in science course work, and (5) an electronic portfolio, illustrating the student's education course work and professional accomplishments.

Teacher Certification Requirements

Upon the 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 three examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 109.

**NOTE: It is *strongly recommended* that students complete the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination prior to student teaching and the Assessment of Teaching Skills—Written (ATS-W), and the Content Specialty Test (CST) during student teaching. All three NYSTCE's should be completed prior to graduation. Students not receiving passing scores on all three examinations will not be eligible for certification.

SOCIAL STUDIES EDUCATION

The degree program followed is the Bachelor of Arts (see page 79 for complete description). Courses in this program lead

toward New York State initial certification, valid for adolescence education in social studies (grades 7-12). Secondary education programs are designed to blend on-campus preparation with field experiences in a variety of school settings, culminating in full-time student teaching. Literacy, multicultural education, and information technology are integrated throughout all aspects of the programs. The program conforms with the New York State Learning Standards in social studies and the recommendations of the National Council for the Social Studies.

Associate Professor Singer, *Adviser*

PROGRAM REQUIREMENTS

Students choose a major in history or one of the social sciences (Anthropology, Economics, Geography, Political Science or Sociology) within the liberal arts and sciences. During the second semester of the sophomore year (a minimum of 45 semester hours of college course work), the student then chooses Social Studies Education as a *co-major*. For program admission policies, procedures, and program requirements, see Secondary Education Undergraduate Programs, page 283.

Prospective teachers of social studies must complete a minimum of 36 semester hours in history and social studies course with at least 21 semester hours in history and geography. The Hofstra University program requires a distribution of history and social studies courses in specific subject areas as follows:

- minimum of 6 s.h. in European history (Western Civilization): HIST 11. *Western Civilization I*; HIST 12. *Western Civilization II*, highly recommended;
- minimum of 6 s.h. in United States history: HIST 13. *American Civilization I*, HIST 14C. *American Civilization II*, HIST 115. *The Afro-American in American History (1619-1865)*, HIST 116. *The Afro-American in American History (1865 to the Present)*, are highly recommended;
- additional course work (under advisement) that demonstrates competency in non-Western (African, Asian, Latin American or Russian) History and the following social sciences: Anthropology, Economics, Geography, Political Science, and Sociology. These requirements can be satisfied through the following:
 - 6 s.h. in non-Western (African, Asian, Latin American or Russian) history;
 - 3 s.h. in Anthropology or at least two of the following courses or equivalents: HIST 11, 105, 106, 163; GEOG 2; SOC 32, 105; RELI 50, 75; AF ST 154, 155; CLL 39, 131; PHI 102, 163;
 - 3 s.h. in Economics;
 - 3 s.h. in Geography;
 - 3 s.h. in Political Science;
 - 3 s.h. in Sociology or at least two of the following courses or equivalents: HIST 14C, 148, 149; ANTH 101, 108, 115, 120, 137; ECO 121, 141C; PSC 111, 129; WST 1; PHI 90, 121, 167.

Secondary Education Program: 31 semester hours:

The co-major in Social Studies Education consists of a minimum of 31 semester hours of professional education course work, including the following:

Introductory courses—10 s.h.

FDED	111.	<i>The American School</i> or FDED 127. <i>Introduction to Philosophy of Education</i> (may be applied towards liberal arts credit)	3 s.h.
*SED	102.	<i>Adolescent Development and Learning</i> (PSY 1 or 7 is a prerequisite)	3 s.h.
	100.	<i>Education Technology in Secondary and Middle Level Education</i>	1 s.h.
*SPED	102.	<i>Inclusion: Meeting Special Needs in PreK-12 Programs</i>	3 s.h.

General methods courses—6 s.h.

*SED	151.	<i>The Secondary School Teacher</i>	3 s.h.
*LYST	101.	<i>Literacy for Middle/High School Teachers</i>	3 s.h.

Special methods and curriculum courses—6 s.h.	
*SED 156. <i>Teaching of Social Studies</i>	3 s.h.
163. <i>Teaching Global History</i>	3 s.h.
Student teaching and required seminars—9 s.h.	
SED 178. <i>Reflective Practice and Classroom Analysis</i> (Requires completion of an electronic portfolio.)	3 s.h.
SED 179. <i>Student Teaching</i> (Placement in grades 7-9 and grades 10-12)	6 s.h.

*Twenty clock hours of participation/observation in middle and secondary schools are required in each of the following courses:

SED 102. Field Placement—grades 7-9
SED 151. Field Placement—grades 7-12
SED 156. Field Placement—grades 10-12
SPED 102. Field Placement—grades 7-12
LYST 101. Field Placement—grades 7-12

Students receiving a grade lower than C- in a professional education course must repeat the course and receive a grade of C- or higher in order to remain in the program.

Student Teaching Prerequisites

After completing at least 19 semester hours of professional education course work and an adviser audit of content area course work, students may apply for admission to student teaching. Application forms may be obtained in the office of Field Placement. Admission criteria are as follows: (1) a cumulative GPA of 2.75 or better on overall course work or permission of adviser; (2) no grades lower than C- and no unresolved INC grades in professional education course work; (3) a GPA of 2.5 or higher in social studies content courses.

**See note below regarding teacher certification examinations.

Graduation Requirements

Graduation from the program requires: (1) completion of all graduation requirements for the bachelor's degree in the major content area in which the certification will be sought; (2) completion of all course requirements for the co-major in the concentration area within secondary education; (3) no grades lower than C- and no unresolved INC grades in professional education course work; (4) a minimum GPA of 2.75 in overall course work; (5) a minimum GPA of 2.5 in the major area in which the certification will be sought; (6) an electronic portfolio, illustrating the student's education course work and professional accomplishments.

Teacher Certification Requirements

Upon the 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 three examinations will not be eligible for certification. Additional information pertaining to certification can be found on page 109.

**NOTE: It is *strongly recommended* that students complete the Liberal Arts and Sciences Test (LAST) of the New York State Teacher Certification Examination prior to student teaching and the Assessment of Teaching Skills—Written (ATS-W), and the Content Specialty Test (CST) during student teaching. All three NYSTCE's should be completed prior to graduation. Students not receiving passing scores on all three examinations will not be eligible for certification.

SPEECH COMMUNICATION EDUCATION

The degree program followed is the Bachelor of Arts in the School of Communication (see page 79 for complete requirements). Students in the major field of the teaching of speech communication earn certification K-12 as teachers of speech. Associate Professor Merrill, *Adviser*

PROGRAM REQUIREMENTS

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

- 1) 12 s.h.—SCO 2, 4; SPCM 4, 5
- 2) 12 s.h.—SPCM 1, 7, 11, 125
- 3) 6 s.h.—chosen from SPCM 33, 53, 109, 119
- 4) 3 s.h.—chosen from SPCM 9, 24, 25, 117, 121, 147
- 5) 3 s.h.—chosen from SPCM 107, 128, 170, 171
- 6) 3 s.h.—any literature course in ENGL, LIT, CLL, DRAM

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

It is *recommended* that prospective secondary education teachers of speech communication satisfy the Behavioral Social Science Core requirement in part by completion of PSY 1 or 7 (which is a prerequisite to SED 102); also *recommended* that *all* prospective teachers of academic subjects (7-12) or special subjects (K-12) satisfy the Social Science History and Philosophy Core requirement in part by completion of PHI 14.

Prospective teachers of speech communication must complete at least 21 semester hours of education courses, with advisement, including the following: a 3-semester hour 100-level course in foundations of education; SED 102 (PSY 1 or 7 is prerequisite); SED 151, 157, 117 and 101.

COURSES

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

100. <i>Educational Technology in Secondary and Middle Level Education</i>	1 s.h.
Fall, Spring, Summer	
This course introduces the prospective teacher of secondary and middle level students to the applications of information technology in school settings. Focuses on computer-based technology, including telecommunications, for integrating curriculum and facilitating student learning, problem solving, communications, and research. Hands-on experience is provided with a variety of hardware, software, and electronic imaging technologies. Students begin the initial design and production of their electronic portfolios which continue to evolve throughout their teacher education program.	

100M. <i>Applications of Technology in Music Education</i>	1 s.h.
January	
Development of basic music computer skills and professional portfolio. Includes sequencer software and its application to creative student assignments, the operation and educational application of one-piece music workstations, fundamentals of computer-assisted composition and music printing techniques, fundamentals of synthesizer programming and identification of available WEB resources. Emphasis is on the use and evaluation of software and teaching aids, the application of this knowledge to teaching at different age levels, and methods for teaching children to use technology effectively in their musical experiences. Students will be required to utilize and build upon information gained in this course in several other music courses throughout their undergraduate degree program. As such, students who have passed SED 100M will be granted access privileges to the Music Technology Lab (210 Emily Lowe) to continue their work and study in this area.	

102. <i>Adolescent Development and Learning</i>	3 s.h.
Fall, Spring, Summer	
Theory and research on physical, cognitive, affective, and social development in early and middle adolescence, with implications for learning, teaching, and health in middle and secondary schools. Issues pertaining to literacy, technology, and multicultural education are considered. Requires 20 clock hours of participation/observation in high needs schools. Prerequisites:	

PSY 1 or 7. May not be taken on a Pass/D+/D/Fail basis. (Formerly *Adolescent Development and the Secondary School*.)

111. *Teaching Music at the Elementary Level* 3 s.h.
Fall

This course is designed to provide music students seeking certification the opportunity to investigate current philosophies of music education and to apply their understanding by developing a personal rationale concerning the educational, philosophical and psychological reasons for teaching music. In addition, students explore ways of developing creative music strategies which incorporate technology, multicultural music and integration with other subject matter. Classroom observations (20 hours) and lesson demonstrations are required. Prerequisites: for undergraduates, SED 151, CT 102 and SED 122. There is a material fee of \$10.00. (Formerly SED 111, 112, *The Teaching of Music*.)

NOTE: SED 111 is not for the elementary classroom teacher.

112. *Teaching Instrumental Music* 3 s.h.
Spring

The purpose of this course is to explore all aspects of the instrumental music education program from grade 4 through 12. This course will serve as a study of how to plan, develop, implement, and evaluate all areas of primary and secondary school instrumental music education. Classroom observations (20 hours) and lesson demonstrations are required at the secondary level. Prerequisites: for undergraduates, SED 111. There is a material fee of \$10. (Formerly SED 111, 112, *The Teaching of Music*.)

113 & 114. *The Teaching of Art* 3 s.h. each
Periodically

Study of perceptual stages of development, K-12, with a view towards designing a qualitative and creative art program. In addition to the study of major art media, students learn to stimulate an appreciation of art through multicultural art history and aesthetics. Subjects covered include models for curriculum design, multiculturalism, interdisciplinary art education, modes of assessment, the museum as educator and art for students with special needs.

Prerequisites: for undergraduates, SED 151, SED 102. There is a material fee of \$10.

NOTE: 113 is not for the elementary classroom teacher. Both 113 & 114 are prerequisites for student teaching.

115. *Methods and Materials of Teaching Native Language Arts to the Bilingual Learner* 3 s.h.

Fall, every other year

Theories, problems, and practices of teaching and evaluating native language arts in bilingual classroom settings. Consideration is given to formal language instruction in the native language including reading and writing in the content areas, as well as use of authentic literature to develop language and literacy skills in the native language. Classroom observations are required.

122. *Music for the World's Children: An Introduction to Music Education* 1 s.h.

Fall

Focuses on the development of creative music strategies which enable students to develop their own expressive musical abilities, and in turn, prepare them to facilitate the same process with their future students. Music, and its relationship to other subjects in the curriculum, will be examined as a means to facilitate students' abilities to make connections and conceptualize points of view from a variety of perspectives.

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

An examination of the multifaceted role of the secondary school teacher as a reflective practitioner. An introduction to such processes as instructional planning, selection and implementa-

tion of a variety of teaching methodologies, assessments, materials, and technologies for the classroom. Focuses on the establishment of learning environments that support diverse student populations and promote the speaking, listening, reading and writing skills of all learners. Requires 20 clock hours of classroom participation/observation in a secondary school. Should be taken prior to special methods courses.

TEACHING SPECIALIZATION COURSES (152-160)

NOTE: methods courses (153, 157-160) are usually offered only during the fall semester. Students should check with their advisers in Secondary Education in order to plan their sequence of courses.

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

Fall

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

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

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

Examination of the goals, curricula, nature and structure of the disciplines, teaching strategies, methods, classroom environment, problems, issues, and monitoring and assessment of student learning in the student's field of specialization. Designed to enable the student to make well informed, professional decisions after engaging in critical analysis and reflection. The teaching of one's subject area is studied within the context of working effectively with diverse students. Classroom observations and participation in a secondary school are required. Prerequisites for undergraduates: SED 151, SED 102.

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

Fall

This course provides preparation for teaching English language and literature in New York State middle schools and high schools. Consideration is given to teaching methodologies that promote reading, writing and literacy from a multicultural perspective in an inclusive classroom environment. Student assignments and assessments reflect the New York State Learning Standards for the English Language Arts. The course focuses on literacy concerns and issues, instructional planning, classroom organization, providing for students with special needs, integrating technology, student assessment, and developing reflective practices in the teaching of English language arts. Consideration is given to how best to meet the needs of a diverse group of students by individualizing instruction and using differentiated texts. Prerequisites: SED 151, 164.

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

Fall

Focuses on instructional planning, teaching methodologies, materials, classroom organization and assessment in secondary (grades 7-12) mathematics. Electronic technologies and multiple strategies for engaging students in the discovery and application of mathematical principles are explored. Modes of instruction for promoting reading, writing, and communication skills in mathematics are addressed. Twenty hours of classroom participation/observation are required in secondary schools. May not be taken on a Pass/D+/D/Fail basis. Prerequisites: SED 102, SED 151, and SED 100.

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

Fall

Examination of the goals, discipline, teaching strategies, technology integration, classroom organization, and monitoring and assessing student learning in the area of science. Designed to

enable the student to make well informed, professional decisions after engaging in critical analysis and reflection. The teaching of science is studies within the context of working effectively with diverse students. Twenty clock hours of classroom participation/observation in a secondary school is required. Prerequisites: FDED 111 or 127; SPED 101; LYST 101; SED 102 and 151.

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

Examination of social studies education including goals, state and national standards for history and the social sciences, scope and sequence in the New York middle school/secondary school social studies curricula, teaching strategies and methods, especially promotion of reading, writing and literacy in the content area and inclusive practices, classroom environments, problems and issues, and the assessment of teaching practice and student learning. This course should be taken after SED 151 and must be taken prior to student teaching. Includes 20 hours of participation/observation in a secondary school classroom (grades 7-12).

158. *Teaching of Business and Information Systems* 3 s.h.
Fall

Course focuses on developing effective pedagogical approaches for classroom teachers (grades 7-12) of business and information technologies. Topics include instructional planning, teaching methodologies, student evaluation and assessment, instructional resources, and emerging technologies in the business education classroom. Communication, analysis, and transmission of business-related information in a variety of formats are emphasized. Twenty (20) clock hours of observation/participation in area schools is required. Prerequisites: SED 100, 102, 151. May not be taken on a Pass/D+/D/Fail basis. (Formerly *Teaching of Business—Accounting (College Accounting, Bookkeeping, Data Processing and Law)*.)

160. *Exploring Curriculum in Business Information Systems* 3 s.h.
Spring

Examination of curriculum processes for business education appropriate for diverse learners in grades 7-12. Consideration is given to local, national and global business environments. Focuses on interrelations among business economies, language and literacy, information technology, law and society. Prerequisite: SED 158. (Formerly *Teaching of Business—Distributive Education (Merchandising and Salesmanship)*)

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

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

163. *Teaching Global History* 3 s.h.
Spring

Examination of global history curricula in New York State including content knowledge, conceptual understandings, and strategies for promoting the acquisition of academic, technological and social skills and enhanced literacy in inclusive classrooms. Exploration of the complex multicultural global nature of human experience using a thematic, interdisciplinary, inquiry-based activity and project approach that integrates New York State's and national world history, geography, anthropology, government and citizenship, sociology and economic standards.

164. *Young Adult Literature* 3 s.h.
Spring

Study of canonical and noncanonical texts for young adults in a course that includes developing content knowledge, conceptual understandings and strategies for promoting the acquisition of academic, technological and social skills and enhanced literacy in an inclusive classroom. Texts will address the multicultural nature of human experience. Pedagogy will promote a reader

response approach to literature integrated with appropriate writing experiences. (Formerly *Literature for Young Adults*.)

165. *Understanding Science Curriculum* 3 s.h.
Spring

Critical examination of contemporary programs in science, implications for teaching recent developments in curricular theory, and applications of curricular theory to developing materials and approaches for inclusive classrooms. Course promotes science literacy and skills in reading, writing, listening, and speaking, and provides laboratory experience with appropriate technologies. Required for New York State initial teacher certification in biology, chemistry, earth science or physics for grades 7-12. Prerequisites: FDED 111 or 127, SED 102, and SED 151.

166. *Exploring the Mathematics Curriculum* 3 s.h.
Spring

Focuses on mathematics curriculum. Instructional models are explored for teaching mathematics through inquiry, problem-solving, and interdisciplinary methodologies. Considers common themes in mathematics, science, and technology. Reading, writing, speaking, and listening skills specific to the mathematics curriculum are addressed. Prerequisites: SED 102 and SED 151.

167. *Exploring Curriculum for Languages Other Than English* 3 s.h.
Spring

A course designed to introduce students to recent learning theories, curricular reforms, and technological resources for the teaching of languages other than English and to familiarize students with the New York State curriculum, instruction, and assessment standards in this area. Curricula for enhancing communication and cross-cultural understandings are emphasized. Prerequisites: SED 102 and 151.

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

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

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

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

178. *Reflective Practice and Classroom Analysis* 3 s.h.
Fall, Spring

The implications of reflective practice and classroom analysis on the understanding of teaching practice and pedagogical approaches; promoting literacy in the content areas; addressing the needs of diverse learners and for those whose native language is not English. Student teachers explore ways to analyze their work as teachers including formal analytical techniques, team-building dialogues, journaling, portfolios, e-mail networking, and audio and video analysis of teaching practice. Integrates topics from prior education classes including educational technology, inclusion, and literacy. Completion of an electronic portfolio as a culminating activity in the secondary education program is required. Must be taken concurrently with SED 179. (Formerly SED 101, *Introduction to Class Analysis*.)

179. *Student Teaching* (Undergraduate) 6 s.h.
Fall, Spring

Full-time student teaching in cooperating schools with direction and supervision from University supervisors. Students have two placements during the semester: one at the middle school level (7-9) and the other at the senior high school level (10-12). Attendance at weekly seminars is required. Student teachers review content area planning including assessment, inclusion, diversity, literacy, resources, and technology and relate pedagogy to content. Special required seminars address issues of child abuse and abduction; substance abuse; and safety, fire and arson. Admission by application and interview only. Application may be obtained at the Office of Field Placement and returned by October 1 for the spring semester and by March 1 for the fall semester. Prerequisites: 19 semester hours of professional education course work, the appropriate methods courses, appropriate grade point averages, and official acceptance into Student Teaching. For admission criteria, see Secondary Education, Undergraduate Programs, on page 393. Corequisite: SED 178, Pass/D+/D/Fail grade only. (Formerly SED 117.)

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

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

As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken. functions, substitute teaching, general professional associations for teachers, teachers' unions and teacher centers. Corequisite: SED 117.

Sociology (SOC)

Administered by the Department of Sociology and Anthropology. Professor Abraham, *Chairperson*

Professors Albert, Krauze, Silver; Associate Professor Bogard; Assistant Professors Maney, Manning.

B.A. SPECIALIZATION IN SOCIOLOGY: a total of 32 semester hours in sociology is required for the major. The following four courses are required of all majors, preferably in sequence: SOC 4, 18, 180 and 181. Two additional courses are to be taken; one course selected from SOC 134, 140 or 160 and one course selected from SOC 185 or 191, 192. A minimum of 12 hours of electives in other sociology courses, chosen under advisement. (Courses equivalent to SOC 180 taken outside the department may be substituted for SOC 180, but will not be counted in the 32 s.h. of sociology courses.)

It is recommended that all sociology majors take the sociology section of the Graduate Record Examination (GRE) before graduation. A minimum grade-point average of 2.0 is required for the 30 s.h. of sociology. Required sociology courses in which a grade of D is obtained must usually be repeated.

See complete B.A. requirements, page 79.

A MINOR IN SOCIOLOGY consists of the successful completion of 18 semester hours, with at least nine hours in residence, as follows: SOC 4 and 15 additional hours to be taken, under advisement, with at least two courses chosen from among those required for the major. All candidates must register with the department.

ALPHA KAPPA DELTA: a national sociology honor society, see page 75.

COURSES

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

SOC 4 is prerequisite to all other sociology courses with the exception of SOC 18 and 134.

4. *Contemporary Society* # 3 s.h.
Fall, Spring

An introduction to basic concepts of sociology and their application to specific aspects of contemporary American and other societies. Credit given for this course or SOC 1, not both.

7. *Crime and Delinquency* 3 s.h.
Fall, Spring

Crime causation; the delinquent. Effects of institutional confinement and social ostracism; penology, prevention, social agencies, fieldwork and off-campus lectures.

8. *Sociology of Substance Abuse* 3 s.h.
Periodically

The systematic study of the social construction and costs of substance abuse. Specific emphasis is placed on the effects of substance abuse on various social institutions (family, workplace), and on the several sociological theories which can be applied to explain its occurrence. Other topics include the subcultures of substance abuse, issues of treatment and prevention, abuse and social policy.

9. *Youth, Crisis, and American Culture* 3 s.h.
See course description, page 323.

10. *Sociology of Sport* 3 s.h.
Periodically

Examines the institutionalized character of sport in American society. Issues such as sport and the media, professionalization, race and gender, and violence are discussed from various sociological perspectives.

18. *Social Theory and Social Issues* # 3 s.h.
Fall, Spring

Introduction to the major theoretical currents in 19th century sociological thought. The classical tradition in sociological theory is examined with special attention to the contributions of Comte, Spencer, Marx, Weber, Simmel and Durkheim. Specific questions addressed in the work of these individuals include: Can the study of society attain objectivity? Is human equality a utopian dream? How did capitalism evolve? What is the nature of religion and can there be a nonreligious society?

32. *Women and Development* # 3 s.h.
Periodically

Examination of the historical transformation of the roles of Asian and African women in relation to the different modes of socio-economic organization of their respective societies. Critical assessment of the impact of social, religious, economic and political systems in defining the status of women in these societies. Credit given for this course or ANTH 32, not both.

34. *Ethnicity and Minority Group Relations* # 3 s.h.
Once a year

This course focuses on the critical analysis of the social and political construction of ethnicity and ethnic identity. The specific emphasis is on the United States, but appropriate comparative evidence from other societies is also examined. This course looks at the historical position faced by immigrant and indigenous minority groups. The experiences of such groups as Native Americans, Latin Americans, and European Americans are considered. In addition, contemporary instances of ethnic and minority group conflicts in the global context are examined. (Formerly *Minority Group Problems*.)

#Core course

36. *Marriage and the Family* 3 s.h.
Fall, Spring
Structure and functional analysis of the family studied through comparative cultural materials. Problems of the contemporary American family. Credit given for this course or New College SSG 2, not both.
37. *Parenting, Poverty and Social Policy* 3 s.h.
See course description, page 323.
80. *Statistics in Sociology* 3 s.h.
Periodically
Use of basic statistical analyses to examine sociological data. Topics include measures of central tendency and dispersion, probability, inference and hypothesis testing, analysis of variance and correlations. A component on the utilization of the computer for statistical data analysis is included. (3 hours lecture, 1 hour laboratory.) Credit given for this course or MATH 8 or BIO 100 or QM 1 or PSY 140 or SOC 139 or SOC 180 or New College S 91 or QTB 2. (Formerly SOC 139.)
81. *Research Methods in Sociology* 3 s.h.
Periodically
Covers the fundamental issues associated with research in the social sciences. Topics include research design, conceptualization and measurement, reliability, validity and sampling designs. Principal techniques of data collection in sociology including experiments, surveys, participant observation and content analysis are examined. Laboratory exercises include work on research techniques, as well as experience with the utilization of the mainframe computer for data entry and analysis. (3 hour lecture, 1 hour laboratory.) Credit given for this course or SOC 143 or SOC 181. (Formerly SOC 143.)
100. *Honors Essay* 3 s.h.
Fall, Spring
Research for and writing of a substantial sociological essay. Open only to qualified senior sociology majors who desire to graduate with departmental honors and who secure, before registration, written permission of the chairperson and of the instructor who will supervise the essay. This course also meets the requirement for SOC 191.
101. *Sociology of Education* 3 s.h.
Fall
Introduction to education as a social institution, a particular type of formal organization, and an agent of socialization and social control. Analysis of the relation of education to other institutions such as religion, government, the economy and the family, as well as of variations in educational systems and evaluation techniques. Credit given for this course or FDED 115, not both.
102. *Social Institutions* 3 s.h.
Periodically
Analysis of institutions with particular emphasis on American society and the growth of cities; economic, political, religious and kinship organization from a social change perspective.
103. *Social Problems* 3 s.h.
Fall, Spring
Analysis of theories and problems of deviance and social disorganization, with particular emphasis on such problems as war, family disruption, sexual behavior, juvenile delinquency, conflict in mass society, alienation and prejudice.
104. *Sociology of Health and Medicine* 3 s.h.
Once a year
An introduction to some of the major issues of health care in the United States and other cultures; illness as a social phenomenon, the structure of health services, patient-doctor relationships, the medical profession and the economics of health.
105. *Religion and Society* 3 s.h.
Once a year
Analysis of religious institutions and their functions in simple and complex social structures. Intensive analysis of recent contributions to the literature.
106. *Work, Alienation, and Power in Social Life* 3 s.h.
Once a year
This course examines how work affects our lives as individuals, as citizens of a specific society, and as participants in a world economy. Some of the key questions to be addressed in the course include: What is the relationship between work and power? Why do so many people feel alienated at work? Do people benefit equally from work? What is the role of technology in shaping how people work? The course attempts to address these issues by looking at work and labor relations in the United States and comparing them to conditions in other sectors of the world economy. (Formerly *Sociology of Industry*.)
107. *Organizational Structure and Process* 3 s.h.
See course description, page 323.
111. *Sociology of Literature and Art* 3 s.h.
Every other year
Social forces that affect the creative and popular forms of literature and other arts in western societies. Art products, audiences, and artists are examined as part of the processes by which various arts are valued and shaped.
112. *Sociology of Film* 3 s.h.
Once a year
Contemporary cinema as a culture clue to social change; an introduction to the social forces involved in film-making in the United States and other cultures; the influence of films on mass and select audiences.
117. *Sociology of Terrorism* 3 s.h.
Once a year
A study of terrorism past and present as a recurrent expression of social conflict; the contrast between individual and collective violence; the relationship between ideologies and extremist movements.
- 132, 133. *Fieldwork*
Fall, Spring
132 - 3 s.h. 133 - 3 s.h.
132A - 2 s.h. 133A - 2 s.h.
132B - 1 s.h. 133B - 1 s.h.
Independent study, internships and field placements to supplement courses in sociology. For Pass/D+/D/Fail credit beyond the courses required for the major. Prerequisite: permission of chairperson.
134. *Race Relations in the United States* 3 s.h.
Fall, Spring
Examination of major patterns of racial and ethnic relations in the United States. Historical, contemporary and cross-cultural data are combined with prevalent theoretical perspectives to provide a basic understanding of race and ethnic relations as enduring and embedded aspects of United States society. Topics covered include the political and economic dynamics of race relations, institutional racism, prejudice and discrimination. Particular attention is paid to the African-American experience from slavery to the present.
135. *Political Sociology* 3 s.h.
Once a year
Survey of theory and research dealing with such topics as the national power structure of United States society; the social

characteristics and functions of leadership; the social determinants of voting patterns; the origins and composition of selective political movements; the processes and patterns of political socialization.

140. *Social Inequality* 3 s.h.
Once a year

Analysis of social classes and structured social inequality; objective and subjective approaches to the relations of status, class and power with emphasis on recent research.

141. *Urban and Community Studies* 3 s.h.
Periodically

An introduction to the history, social organization and ecology of the city with emphasis on the metropolitan New York area and suburban communities. Special attention to inner city neighborhoods and their suburban counterparts and to basic research methods used in community studies.

142. *Global Cities: Politics and Social Change in Comparative Perspective* 3 s.h.

See course description, page 323.

147. *World Population* 3 s.h.
Once a year

A cross-cultural study of major factors that affect births, deaths and migration with emphasis on the social consequences of population growth and decline. Introduction to theories and methods of demographic research.

148. *Society and Personality* 3 s.h.
Periodically

Relationship between the individual personality, society and culture. Recent theories and studies of character and social structure. Credit given for this course or ANTH 148, not both.

149. *Society and Culture in Developing Nations* 3 s.h.
Periodically

Analysis of social, economic, political and religious institutions of developing nations. Case studies in selected areas and problems. Sociological and anthropological aspects of technical assistance programming.

150. *Social Change and Social Evolution* 3 s.h.
Periodically

Analysis of sociological studies of historic social changes and the dynamics of change in the present. Critical study of theories of change and evolution.

151, 152. *Readings in Sociology* 1-3 s.h. each
Fall, Spring

Individual oral and written reports on special topics in sociology. Prerequisite: permission of chairperson.

156. *Sociology of Communication* 3 s.h.
Periodically

Survey of communication theory and research with special emphasis on the analysis of the ways in which various forms of communication, oral, written, and electronic, influence content, consciousness and culture. In addition, the course addresses communication on both the interpersonal and mass level in order to shed light on how changes in one affect the other.

160. *Sociology of Gender* 3 s.h.
Once a year

This course analyzes the ramifications of being born female or male (biological sex) and the ways in which gender is socially constructed and maintained by social, economic and political institutions. Also explored is gender as a power system and the consequences of recent shifts in the meaning of masculinity and femininity. The course examines how gender roles and relations are contested by social movements and social change. Students

develop an understanding of the basic concepts of gender, gender roles and the gender system. (Formerly *Sociology of Sex Roles*.)

170. *Sociology of Law* 3 s.h.
Once a year

Social organization of the United States legal structure and de-facto processes; societal values and the social bases of law. Empirical studies of the legal profession, juries and judicial decision-making models. The capacity of law to affect social behavior.

171. *Intimate Human Behavior* 3 s.h.
Fall, Spring

Deals with loneliness, human sexuality (both heterosexual and homosexual), changing sex roles, changing structure of the family, sexual dysfunction, aging, illness and death. Credit given for this course or New College SSG 1, not both.

172. *Sociology of Corrections* 3 s.h.
Every other year

Internal and external relations of the postadjudicative phase of the criminal justice system in the United States. Probation, courts, parole, prisons and other total institutions are discussed, analyzed and visited, whenever practicable. Alternatives to present practices in corrections are explored. The political economy of capitalism and the prison is emphasized.

180. *Statistics in Sociology* 4 s.h.
Fall

Use of basic statistical analyses to examine sociological data. Topics include measures of central tendency and dispersion, probability, inference and hypothesis testing, correlation and regression, analysis of variance, and nonparametric techniques. A component on the utilization of computers for statistical analysis is included. (3 hour lecture, 3 hour laboratory.) Credit given for this course or MATH 8 or BIO 100 or QM 1 or PSY 140 or New College S91 or QTB 2 or SOC 180A. (Formerly SOC 139.)

180A. *Computing and Statistical Analysis in Sociology* 1 s.h.
See course description, page 323.

181. *Research Methods in Sociology* 4 s.h.
Spring

Covers the fundamental issues associated with research in the social sciences. Topics include research design, conceptualization and measurement, reliability, validity and sampling designs. Principal techniques of data collection in sociology including experiments, surveys, participant observation and content analysis are examined. Laboratory exercises include work on research techniques, as well as experience with the utilization of the mainframe computer for data entry and analysis. (3 hour lecture, 3 hour laboratory.) Prerequisite: SOC 180. (Formerly SOC 143.)

185. *Contemporary Sociological Theory* 3 s.h.
Periodically

Critical study of recent trends in sociological theory. The emphasis is on 20th century developments as they bear on current societal and global issues, including but not limited to such perspectives as critical social theory, symbolic interaction, structural functionalist theory, neo-Marxist theory, post-structuralism and postmodernism. Joint readings and individual research projects are required. Students are expected to share their work with the class. Prerequisites: junior standing and completion of four courses in sociology including SOC 18, or permission of instructor.

SPECIAL TOPICS: courses numbered 187 and 188 are open to students who have completed at least 6 s.h. in sociology and/or related social sciences. These courses deal with innovative or advanced topics and may include individual research or field projects. May be repeated when topics vary.

Special Topics: major themes in sociology

Fall, Spring

187, 188, 3 s.h. each

187a, 188a, 2 s.h. each

187b, 188b, 1 s.h. each

INTERDISCIPLINARY SEMINARS: courses numbered 189 and 190 are open to students who have completed at least 6 s.h. in sociology and/or related social sciences. These seminars deal with innovative or advanced topics in sociology in relation to other disciplines and may include individual research and field projects. May be repeated when topics vary.

Interdisciplinary Seminars: subjects related to sociology and other disciplines

Fall, Spring

189, 190, 3 s.h. each

189a, 190a, 2 s.h. each

189b, 190b, 1 s.h. each

191, 192. *Advanced Seminar in Sociology* 3 s.h. each
Fall, Spring

Presentation of a topic that reflects broad understanding of sociological ideas and modes of analysis with current significance to the discipline. Through joint readings and individual research, advanced students develop ideas relevant to the theme of the course. Students are expected to share their work with the class. Topics vary from semester to semester. Prerequisite: completion of four courses in sociology or permission of instructor. May be repeated for credit when topics vary. (Formerly *Senior Paper/Seminar*.)

Spanish (SPAN)

Administered by the Department of Romance Languages and Literatures. Professor Bussell-Thompson, *Chairperson*

Professors DaSilva, McNair; Associate Professor Cao; Assistant Professors Anastasio, Janer, Sampedro, Zapata.

B.A. SPECIALIZATION IN SPANISH: 33 semester hours in Spanish beyond SPAN 4 as specified below.

- 1) No more than 9 credits of advanced language and reading courses—SPAN 5, 109 or 110, 111, 112—can be counted towards the major. Chosen under advisement.
- 2) 6 credits in culture: SPAN 113A, 113B, or equivalent.
- 3) 6 credits in survey courses required: either 114A or 115A, and either 114B or 115B.
- 4) At least 9 credits in other advanced literature courses chosen under advisement.
- 5) 3 credits of the senior seminar in literature.
- 6) It is recommended that Spanish majors take at least one course in comparative literature.

Credit in a language course cannot be given to a student who has already earned credit for a higher-numbered course in the same language when the course numbers in question indicate level of comprehension and ability in the introductory and intermediate study of that language.

NOTE: language laboratory work is required in all modern foreign language courses on the 1, 2, 3, 4 level.

B.A. SPECIALIZATION IN IBERO-AMERICAN STUDIES: 36 semester hours as follows: 12 semester hours chosen from SPAN 112 or 121, 113A or 113B, 125, 126; 12 semester hours chosen from SPAN 114B, 115B, 180, 195, or any other course in Spanish literature, taken under advisement; ANTH 105, ECO 110, HIST 142, PSC 130.

B.A. SPECIALIZATION IN IBERO-AMERICAN STUDIES WITH A MINOR IN INTERNATIONAL BUSINESS: 54 semester hours as follows: 24 semes-

ter hours in Spanish as described above but including SPAN 121; ANTH 105, ECO 110, HIST 142, PSC 130; 18 semester hours in business courses chosen from IB 150, 162, 163; MKT 101, 170; MGT 101, 171.

See complete B.A. requirements, page 79.

TEACHING OF SPANISH IN HIGH SCHOOL, see page 289.

A MINOR IN SPANISH consists of 18 semester hours, at least six hours in residence, beyond SPAN 4, as follows: no more than 9 credits from SPAN 5, 109 or 110, 111, 112, and at least 9 credits of culture and/or literature (from courses 113A-197), 3 of which must be literature.

A MINOR IN IBERO-AMERICAN STUDIES consists of 18 semester hours, with at least 6 semester hours in residence, as follows: 12 semester hours chosen from SPAN 112 or 121, 113A or 113B, 125, 126; 6 semester hours chosen from ANTH 105, ECO 110, HIST 142, PSC 130.

SUMMER STUDY IN SPAIN, see International Study, page 17.

INTENSIVE SUMMER LANGUAGE PROGRAM

Beginning Spanish 9 s.h.
(The equivalent of SPAN 1, 2, 3.) No previous language experience necessary. An accelerated program with stress on the audio-lingual aspect of the language. Intensive practice in listening and speaking. Cultural and literary readings.

Advanced Spanish 9 s.h.
(The equivalent of three of the following: 110, 111, 112, 113A or 113B, 114A, 115A.) An accelerated program providing intensive practice in speaking, listening comprehension, reading and writing. Culture and civilization. Prerequisite: SPAN 5 or equivalent.

SIGMA DELTA PI: a national Spanish honor society, see page 76.

SPANISH LITERATURE IN TRANSLATION, see Spanish course listings.

COURSES

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

1. *Elementary Spanish* 3 s.h.
Fall, Spring

Fundamentals of structure. Oral drill. Prerequisite: placement test prior to registration for students who have taken Spanish previously.

2. *Elementary Spanish* 3 s.h.
Fall, Spring

Continuation of 1. Selected readings. Prerequisite: SPAN 1 or equivalent by placement test score.

2R. *Review of Elementary Spanish* 3 s.h.
See course description, page 323.

3. *Intermediate Spanish* 3 s.h.
Fall, Spring

Structural review. Readings and conversations on the culture of Spain and Latin America. Composition. Prerequisite: SPAN 2 or equivalent by placement test score.

4. *Intermediate Spanish* 3 s.h.
Fall, Spring

Readings, composition and conversations on Spanish and Latin-American writers. Prerequisite: SPAN 3 or equivalent by placement test score.

5. *Advanced Reading* 3 s.h.
Fall, Spring
Development of reading proficiency and introduction to critical approaches to interpretation. Prerequisite: SPAN 4 or permission.
106. *Contemporary Journalism* 3 s.h.
Periodically
Readings in current Latin-American and Spanish periodicals, with emphasis on business, government, education, international trade, demographic statistics and the evolving role of women. All readings and discussion will be in Spanish. Prerequisites: SPAN 4 or equivalent and permission of department.
108. *Individualized Oral Communication* ½ s.h.
Fall, Spring
Stresses authentic intonation patterns, oral proficiency and listening comprehension. Students meet on an individual basis once a week for twenty-five minutes with a native Spanish-speaking instructor. These sessions are augmented by language laboratory and off-campus experiences. Prerequisite: SPAN 4 or equivalent. Spanish major or minor, or students concurrently enrolled in any Spanish course beyond SPAN 4.
NOTE: may not be used to satisfy the foreign language requirement; course may be taken for a total of four semesters with a maximum of 2 s.h. applied toward the B.A. degree.
- 109, 110. *Advanced Spanish Conversation* 3 s.h. each
109: Fall; 110: Spring
Intensive training in oral practice and self-expression. Discussions on assigned topics with vocabulary preparation, oral reports, and presentations in response to cultural texts. Major or minor credit for either 109 or 110, not both. Prerequisite: SPAN 4 or permission. (Formerly *Spanish Conversation and Oral Practice*.)
111. *Advanced Spanish Grammar* 3 s.h.
Annually
Problem areas in Spanish grammar. Class exercises supplemented with writing assignments both analytical and creative. Prerequisite: SPAN 4 or permission. (Formerly *Structural Analysis*.)
- 111B. *Spanish for Spanish Speakers* 3 s.h.
See course description, page 323.
112. *Advanced Spanish Composition* 3 s.h.
Annually
Exercises intended to develop both communicative and creative writing skills. Practice with different techniques and modalities of writing, from summary, description, dialogue, narrative, review and essay, to formulaic writing such as that of applications, curriculum vitae, official or commercial letters, and problematic areas of translation. Prerequisite: SPAN 4 or permission.
- Prerequisite for all courses numbered 113A through 197; successful completion of SPAN 5, 111, 112, or permission.*
- 113A. *Culture and Civilization of Spain* 3 s.h.
See course description, page 323.
- 113B. *Culture and Civilization of Latin America* 3 s.h.
See course description, page 323.
- 114A. *Introduction to Spanish Literature I* 3 s.h.
Periodically
A survey of Spanish literature from the Middle Ages to the Renaissance and the Golden Age. Prerequisite: SPAN 5, 111, 112, or permission. Credit given for this course or SPAN 114, not both. (Formerly SPAN 114, *History of Hispanic Literature*.)
- 114B. *Introduction to Spanish-American Literature I* 3 s.h.
Periodically
An overview of Spanish-American literature and historiography from the pre-Columbian through the Colonial time to the 1880s. Theoretical and critical discussions of readings, films, documentary and other available materials on the period. One of the main goals of the course includes the revision and challenge of certain traditionally accepted concepts such as *discovery*, *New World*, *Indian*, or even *Latin America*, and their relocation in a non-eurocentric perspective. Prerequisite: SPAN 5, 111, 112, or permission. Credit given for this course or SPAN 198, not both. (Formerly SPAN 198, *Spanish-American Literature*.)
- 115A. *Introduction to Spanish Literature II* 3 s.h.
Periodically
A survey of Spanish literature from the 18th to the early 20th century covering works representative of "La ilustración," the various literary movements of the 1800s (Romanticism, "Costumbrismo," Realism and Naturalism), and up to the generations of 1898 and 1927. Prerequisite: SPAN 5, 111, 112, or permission. Credit given for this course or SPAN 115, not both. (Formerly SPAN 115, *Oral Interpretation of Literature*.)
- 115B. *Introduction to Spanish-American Literature II* 3 s.h.
Periodically
An overview of Spanish-American literature from the late 19th century to the present, covering a variety of genres (poetry, short story, essay, testimonio, and the novel), with close attention to relevant literary and socio-political contexts. This course explores themes such as Spanish-American identity, the tensions between nationalism and globalization, race and national cultures, the relationship of history to literature, representations of gender and the body Hispanic. Prerequisite: SPAN 5, 111, 112, or permission. Credit given for this course or SPAN 199, not both. (Formerly SPAN 199, *Modernismo to the Contemporary Period*.)
- 116, 117, 118, 119. *Readings in Spanish* 1 s.h. each
Fall, Spring
Designed to help the student maintain proficiency and interest in Spanish and enhance the reading facility within the specific field. Prerequisite: completion of SPAN 4 or equivalent.
120. *Cultural Studies in Spain Today* 3 s.h.
Summer
A study of present-day Spain, its culture, institutions, and art, as well as their origins and evolution. Offered only in the Hofstra in Spain Summer Program. Prerequisite: SPAN 5, 111, 112, or permission. (Formerly *Contemporary Castilla*.)
121. *Language and Form in the Commercial World* 3 s.h.
Periodically
A combined conversation and writing course: oral-audio skills, with stress on business and professional contexts (telephone and office etiquette, legal interrogation, interviewing and interpreting, etc.), while developing simultaneously techniques of personal and commercial correspondence. Individual practice, oral and written, with fieldwork on the development of topical vocabularies for specific industrial application. All readings and discussion will be in Spanish.
122. *Economic History of Spain and Latin America: Literary Projections* 3 s.h.
Periodically
A cultural analysis of the geography and resources of the Hispanic countries, the origins and cultural consequences of their economic systems and industrial development. Focus on representations of land and land use (both rural and urban), exploring themes such as: landscape in Spanish poetry of the 20th century, nature and neo-colonial extract economies in the Spanish-American *novela de la tierra*, and the shaping force of the

plantation of Afro-Caribbean literature. Prerequisite: SPAN 5, 111, 112, or permission. (Formerly *Economic History of Spain and Latin America*.)

123. *Politics of the Hispanic World* 3 s.h.
Periodically

The course focuses on the implantation of the Spanish political, religious and cultural institutions in the Latin-American Colonies and the later transition to national entities (*caciquismo*, *machismo*, Catholicism, military dictatorship, etc.) and their literary projections. It explores locations and representations of power and resistance (the state, the church, the convent, the plantation), along with the possibility of resistance to an authority always already in place, and dual role of the body as material and theoretical protagonist in that resistance, and the problematic status of woman in an inherited male culture. Prerequisite: SPAN 5, 111, 112, or permission.

124. *Portrait of the Hispano: The Question of Identity* 3 s.h.
Periodically

The issue of national and regional identity has been a constant obsession of writers and thinkers in Spain and Spanish America since at least the end of the 19th century. This course traces the trajectory of this obsession through the writings of authors such as Unamuno, Martí, Paz, J. Goytisolo, and Lezama Lima. Who qualifies for inclusion in these formulations? Who is excluded from them? Is it even possible to describe the character of a people or a nation? What is the social function of such portraits? Prerequisite: SPAN 5, 111, 112, or permission. (Formerly *Portrait of the Hispano*.)

125. *Hispanic Presence in the United States* 3 s.h.
Periodically

An exploration of Hispanic cultures in the United States, from the colonial period through the present, with attention to diverse forms of expression (literature, film, music). This course focuses on Latino identity, the changing relations of Latinos to the majority culture, the tensions between preservation and modifications of traditions, the issues of nostalgia, cultural memory, hybridity, and linguistic purity. Prerequisite: SPAN 5, 111, 112, or permission.

126. *Contemporary Hispanic Thought: The Usable Past* 3 s.h.
Periodically

The connection between Iberia and Latin America, the complex relationship between their histories, cultures, politics and literary traditions as revealed primarily in fiction and the essay. Concentrating on the past as both the subject of fiction and as a source of inscribing fiction, the course traces the ways in which writers self-consciously participate in the construction of a Latin-American canon. Issues surrounding *colonization and independence*, *mestizaje* and melting pot, domination and self-determination, and the ambivalence of history in a “new” world is addressed. Prerequisite: SPAN 5, 111, 112, or permission. (Formerly *Contemporary Hispanic Thought*.)

127. *United States and Latin America: Unequal Relations* 3 s.h.
Periodically

An exploration of United States-Latin American relations through selected literary texts, from the Latin-American wars of independence to the present. Traces the history of United States interventions in the region (from the Mexican-American War to recent events such as the United States invasion of Panama). Considers the Americanization of Latin America, Latin American immigration to the United States and its impact on United States culture, and the concepts of the border and of cultural hybridity. Prerequisite: SPAN 5, 111, 112, or permission. (Formerly *United States and Latin America: Friend or Foe*.)

128. *Spain and Latin America Today: Changing World* 3 s.h.
Periodically

A study of current events and their impact on popular culture and literary representations nation by nation, day by day. The course pays attention to main leaders of the Hispanic world, forces of *dissidence* and terrorism, sources of crisis, and sources of hope. It also focuses on the integration of popular culture and globalization processes as part of the construction of new identities. Prerequisite: SPAN 5, 111, 112, or permission.

129. *Contemporary Spanish Literature* 3 s.h.
See course description, page 323.

140. *Intensive Approach to Oral and Written Skills* 6 s.h.
Periodically

For majors and students with a special interest in intensive exposure to language skills: listening-comprehension, speaking, reading and writing. Credit given for this course or SPAN 111 or 112.

151. *Middle Ages Through Renaissance* 3 s.h.
Periodically

Lectures and discussions on Spanish literature from its origins to the beginnings of the 16th century. Prerequisite: SPAN 5, 111, 112, or permission.

162. *Spanish Golden Age Theater* 3 s.h.
Periodically

Dramatic and performance theories and praxis, theatrical development, techniques, and the evolution of dramatic literature in 16th and 17th-century Spain. A cultural, historical, and literary background provides the framework for close textual readings. In addition to studying the development of farce with Lope de Rueda’s “pasos” and Cervantes’ “entremeses,” selected works are covered from the pre-Lope playwrights such as Juan del Encina and Gil Vicente, among others, through Lope de Vega and his followers—mainly Tirso de Molina and Ruiz de Alarcón—, culminating in the baroque theater of Calderón and the “auto sacramental.” Prerequisite: SPAN 5, 111, 112, or permission. (Formerly *Spanish Drama of the Golden Age*.)

171. *Don Quixote* 3 s.h.
Periodically

Close analysis and discussion of Cervantes’ masterpiece *Don Quixote*. A study of the principal critical works and readings. Prerequisite: SPAN 5, 111, 112, or permission. (Formerly *Cervantes*.)

180. *Advanced Seminar on Varying Literary Topics* 3 s.h.
Once a year

Advanced seminar on a literary research theme to be selected annually. Readings, reports and discussions. Open only to advanced students, namely seniors and/or juniors who have satisfactorily completed two literature courses. May be repeated for credit provided change in course content. Prerequisite: SPAN 5, 111, 112, or permission. (Formerly *Literature Seminar*.)

190. *Senior Seminar in Hispanic Literatures and Cultures* 3 s.h.
See course description, page 324.

192. *Romanticism, Realism and Naturalism* 3 s.h.
Periodically

Study of major literary movements in 19th-century Spain through analysis of representative works of poetry, drama, essay and the novel. Prerequisite: SPAN 5, 111, 112, or permission. (Formerly *Romanticism and Realism*.)

195. *The Generation of 1898* 3 s.h.
Periodically

The Generation of 1898: historical background and projection into the 20th-century. Analysis of works by Azorín, Baroja, Antonio Machado, Unamuno, Valle-Inclán, and others. Current revi-

sionist views on the subject of Spanish “literary generations.” Prerequisite: SPAN 5, 111, 112, or permission. (Formerly *Contemporary Literature*.)

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

The research for and the writing of a substantial essay (in either Spanish or English) in the field of Spanish or Spanish-American literature and culture. Open only to senior Spanish majors who desire to graduate with departmental honors. Prerequisite: written permission of the professor who will supervise the essay and appropriate grade point average. (See Departmental Honors Program.) (Formerly SPAN 100.)

LITERATURE IN TRANSLATION (SPLT): 51 through 58

51. *Don Quixote and the Modern Novel* # 3 s.h.
Spring

Modern Spanish and Latin-American novels in the tradition of Cervantes’ *Don Quixote*, with emphasis on point of view, theme, time and space, structure, characterization and style.

52. *Interpreting the Hispanic Legacy* # 3 s.h.
See course description, page 324.

53. *Early Spanish-American Heritage* 3 s.h.
Fall

A comprehensive study of literary, social, and political thought of Latin America by some of its leading writers from the colonial period through independence. Taught in English.

54. *19th- and 20th-Century Latin-American Literature* 3 s.h.
Spring

Social, political and literary developments. Taught in English.

55. *20th-Century Spanish Outlook* 3 s.h.
Fall

Twentieth-century trends in Spain as seen through writers of the generation of ’98 and the generation of ’27. Works by Unamuno and Lorca, among others will be discussed. Taught in English.

56. *Spain Since the Civil War* 3 s.h.
Spring

Contemporary Spain seen through writings from 1940 to the present. Special attention is given to continuing developments in essay, fiction and theater. Taught in English.

57. *Gender and Culture: Women Through the Lens of Spanish Female Writers* # 3 s.h.

Periodically

Portrayal of women in the narratives of Spanish female writers. Fictional roles are used as models for examining said roles in Spanish society in differing historical periods. Dynamics of gender and power, society and culture serve as backdrop for the readings. Interpretation of the readings is two-fold: the literary critique of characterization and narrative strategies, and the analysis of sociocultural patterns that inform the writers’ world.

58. *The Empire Writes Back: Autobiography and Resistance in Colonial Spanish America* # 3 s.h.

See course description, page 324.

59. *Farewell to Columbus: Rethinking the Latin American Heritage* 3 s.h.

See course description, page 324.

Special Education (SPED)

Due to changes in the New York State teacher certification regulations, students completing (finishing) degree programs

after December 2003 and who are seeking Hofstra’s recommendation for teacher certification, may have to complete additional requirements for their program of study.

Consult your faculty adviser for information pertaining to your particular program.

CENTER FOR SPECIAL EDUCATION AND REHABILITATION,
SEE PAGE 24.

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

Special Education offers master’s and professional diploma programs which provide a comprehensive, integrated experience aimed at developing skills and competencies in educating the exceptional child, adolescent and adult. The special education programs are such that each student receives broad based experiences in all areas of special education. There are, at the same time, areas of focus, whereby a student establishes further expertise with one or more specific types of handicapping conditions.

COURSES

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

Undergraduate option: two undergraduate electives are available, SPED 101, and 102. All other special education courses are open only to graduate students.

101. *Inclusion: Infants, Toddlers, Preschoolers, and K-6 Children* 3 s.h.

Fall, Spring, Summer

Survey course designed to provide the student with practical skills and knowledge about young children with disabilities; serving on IFSP and IEP Teams and collaborating with special educators and related services personnel; planning play and other intervention activities; and monitoring child progress, including referral to special education if needed.

102. *Inclusion: Meeting Special Needs in PreK-12 Programs* 3 s.h.
Fall, Spring, Summer

This is a survey course designed to provide the student with practical skills and knowledge about including preK-12 children with disabilities, with emphasis upon middle-school and secondary school settings, and including health education; serving on IEP Teams and collaborating with special educators and related services personnel; modifying curricula, materials, and methods to meet the special needs of students with mild or moderate disabilities, including referral to special education if needed. Field visits of 20 clock hours are required. Recommended prior to special methods courses.

Speech Communication and Rhetorical Studies (SPCM)

Associate Professor Fleischman, *Chairperson*

Professor Merrill; Associate Professors Sloyer, Sobnosky; Assistant Professors Pounds, Russell, Trasciatti, Ucok.

Candidates for graduation from the School of Communication with the degree of Bachelor of Arts must fulfill the B.A. requirements as listed under the School of Communication on page 104. In addition, students majoring in the Department of Speech

#Core course

Communication and Rhetorical Studies must complete the program requirements listed under one of the B.A. majors listed below.

B.A. MAJOR IN SPEECH COMMUNICATION AND RHETORICAL STUDIES: 36 s.h.

15 s.h.—SPCM 1, 4, 5, 7, 9

At least 6 s.h.—Chosen from SPCM 33, 53, 119, 189A-Z

At least 6 s.h.—Chosen from SPCM 11, 24, 25, 121, 125, 181A-Z

At least 6 s.h.—Chosen from SPCM 107, 117, 128, 187A-Z

In addition, students who meet departmental requirements may take 3 semester hours of SPCM internship (SPCM 170, 171) to be included in major.

The School of Communication also requires that Speech Communication and Rhetorical Studies majors take SCO 2 and 4.

Speech Communication and Rhetorical Studies majors are also required to take:

6 s.h.—Chosen from comparative literature, linguistics, literature in translation, drama, English, economics, history, philosophy, political science, psychology, sociology, and anthropology

Incoming freshman and transfer students may declare a Speech Communication and Rhetorical Studies Major; matriculated Hofstra University students must have a grade point average of at least 2.0 to declare a major in Speech Communication. All declared Speech Communication majors must maintain a minimum grade point average in the major of 2.5 and a grade point average of 2.0 overall in order to remain in the major.

NOTE: Majors in speech communication and rhetorical studies who are also elementary education majors are required to take 6 s.h. in mathematics and/or science courses to satisfy this requirement.

B.A. MAJOR IN SPEECH COMMUNICATION EDUCATION with a concentration in Teaching of Speech, see page 292.

NOTE: For students interested in majoring in combined disciplines, inquiry should be made in the School of Communication Dean's Office, Room 318, Dempster Hall.

Speech Communication and Rhetorical Studies majors are encouraged to take course work and/or minor in audio, video, film, journalism, mass media studies, psychology, linguistics, English, drama, literature in translation, comparative literature, management and marketing in consultation with the major adviser.

A MINOR IN SPEECH COMMUNICATION AND RHETORICAL STUDIES consists of the successful completion of 18 semester hours in speech communication and rhetorical studies, with at least 6 semester hours in residence, under advisement and with the approval of the adviser.

COURSES

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

1. *Oral Communication #* 3 s.h.
Fall, Spring
Develop effective communication skills through a variety of communicative experiences including intrapersonal, interpersonal, interviewing, nonverbal, small group communication, and public speaking. Theories of communication are explored. Recommended for all students. (Formerly SPCH 1.)

4. *Interpersonal Communication* 3 s.h.
Fall, Spring

This course provides an examination of concepts and fundamental principles of dyadic communication and develops an appreciation for the ways in which interpersonal relationships develop, endure and deteriorate. Interpersonal interaction in social, professional, and familial contexts and interviewing situations are addressed. (Formerly SCO 3.)

5. *Histories and Theories of Rhetoric* 3 s.h.
Fall, Spring

This course introduces students to the history of the study of oral public discourse, the development of classical rhetoric, narrative and the performance of classical texts, and the distinction between orality and literacy in the construction of narrative. The course explores the impact of the development of the printing press, publishing and journalism on the construction, dissemination and reception of messages by audiences. Comparisons are made between the various communication contexts and their role in shaping spoken or written rhetorical "texts." (Formerly SCO 1; SPCM 157. *Communication Systems: History and Theories*)

7. *Public Speaking #* 3 s.h.
Fall, Spring

Examination of the theory and practice of public communication. Emphasis on critical thinking, listening, and the art of criticism. Practice in speech composition and delivery, stressing principles of clarity, interest, and audience analysis. Speeches to inform and to persuade are stressed. (Formerly SPCH 7.)

9. *Introduction to Performance Studies* 3 s.h.
Fall, Spring

The techniques of performance as applied to literature and other written and transcribed materials. Consideration is given to investigation and analysis of performed texts. Critical listening is encouraged in the peer evaluation of student performances. (Formerly SPCH 21; *Interpretive Reading*: SPCM 21)

11. *Voice and Diction* 3 s.h.
Fall, Spring

Exploration of theories of speech and voice production. Students have the opportunity to practice individual patterns of speech and voice. Attention is paid to vocal quality, variety, flexibility, and range. Dialectical variations in speech production are discussed. Recommended for students interested in improving communicative skills.

21. *Introduction to Performance Studies* 3 s.h.
Fall, Spring

The techniques of performance as applied to literature and other written and transcribed materials. Consideration is given to investigation and analysis of performed texts. Critical listening is encouraged in the peer evaluation of student performances. (Formerly SPCH 21; *Interpretive Reading*.)

24, 25. *Performance in Context* 1-3 s.h. each
Periodically

An opportunity to select, adapt, rehearse and perform texts or original material for presentation in live contexts, e.g., schools, festivals, conferences, and on campus for a larger audience. No more than six semesters may be applied toward any degree. Prerequisite: permission of instructor. (Formerly SPCH 24, 25; *Readers Theater*.)

33. *Nonverbal Communication in Human Interaction* 3 s.h.
Once a year

Processes and effects of communicating in nonverbal behavior and message systems with emphasis on communication by means of body movement (kinesics), spatial relationships (proxemics) and vocal cues (paralinguistics); by means of touch, physical appearance and dress, physical behavior and communication

#Core course

through objects. Readings, discussion and research projects. (Formerly SPCH 120.)

43. *Fundamentals of Organizational Communication* 3 s.h.
See course description, page 325.

53. *Gender and Intercultural Issues in Communication* 3 s.h.
Once a year
An investigation of how and to what extent gender and culture influence individuals' strategies for communicating. Attention is given to verbal and nonverbal norms of one's own culture and gender, and the extent to which rigid adherence to such norms may impede effective communication. (Formerly SPCH 107, *Gender and Cross-Cultural Issues in Communication*.)

107. *Argumentation and Debate* 3 s.h.
Once a year
Basics of argumentation; evidence, argument and analysis. Practice in construction of briefs and in effective oral presentation of logical argument. Emphasis on critical thinking and examination of current public policy issues. Prerequisite: one of the following: SPCM 1, 4, 5, 7; or permission of the instructor. (Formerly SPCH 108.)

117. *Advanced Public Speaking* 3 s.h.
Once a year
Theory and history of rhetoric; the use of logical, emotional, and ethical appeal; the psychology of speaker and audience; semantic problems in speaking. Practical applications include preparation and presentation of impromptu, manuscript, broadcast, and ceremonial speeches. Prerequisite: SPCM 7. (Formerly SPCH 117.)

119. *Small Group Communication* 3 s.h.
Once a year
Theory and practice of reaching decisions rationally and democratically through cooperative thinking. For individuals engaged in education, management, public affairs, labor relations, and other problem-solving and decision-making situations. Prerequisite: one of the following: SPCM 1, 4, 5, 7; or permission of the instructor. (Formerly SPCH 111, *Small Group Discussion*.)

121. *Advanced Performance Studies* 3 s.h.
Once a year
Group performance of literature, exploration of narrative voice in performance, techniques of audience analysis, scripting, directing and performing for Chamber Theater. Rehearsal hours are required. Prerequisite: SPCM 21. (Formerly SPCH 122, *Advanced Interpretive Reading and Performance Studies*.)

125. *Dramatic Activities in Educational and Therapeutic Settings* 3 s.h.
Once a year
Provides the student teacher/therapist with an opportunity to use the techniques of role play and improvisation to reinforce a curricular area, encourage social skills and facilitate communication. Use of dramatic activities as a diagnostic and therapeutic tool with special populations is explored, as well as the social value of theater in the classroom. (Formerly SPCH 125.)

128. *American Public Address: The Rhetoric of Conflict and Controversy* 3 s.h.
Once a year
The role of public address in shaping today's world. Historical and theoretical background, analysis of speeches in politics, religion, labor, education and social reform using films and recordings of controversial contemporary speakers. Prerequisite: SPCM 5, or permission of the instructor. (Formerly SPCH 119, *Rhetoric of Conflict and Controversy*.)

147. *Intercollegiate Forensics* 1 s.h.
Fall, Spring
Preparation for and competition in intercollegiate forensics (speech and debate). Includes frequent weekend travel. No more than six semester hours may be applied toward any degree. Prerequisite: permission of instructor. Pass/D+/D/Fail grade only. (Formerly SPCH 109, *Intercollegiate Speech and Debate*.)

150, 151. *Independent Study/Readings* 1-3 s.h. each
Fall, Spring
Guided student research through selections assigned by the instructor for written and oral reports. Students must obtain, before registration, written permission of the instructor who will guide the research. May be repeated for a total of 6 s.h. (Formerly SPCH 151, *Special Studies in the Speech Arts*.)

170, 171. *Speech Communication and Rhetorical Studies Internship* 3 s.h. each
Fall, Spring
An internship program that affords students an opportunity to apply their classroom experience in speech communication to a professional work setting. Students work a requisite number of hours and complete a paper relevant to their work experience. Periodic meetings with supervising speech communication and rhetorical studies faculty are required. May be repeated for a total of 6 s.h. Prerequisites: junior class standing and successful completion of 21 credits in speech communication and rhetorical studies; GPA of 3.0 or better or permission of internship coordinator. Students must be approved for admission into the program before registering. (Formerly SPCH 179, *Speech Arts Internship*.)

180-189, A-Z. *Special Topics in Speech Communication and Rhetorical Studies* 1-4 s.h. each
Fall, Spring
Intensive study of major communication theories, situations, paradigms, and/or scholars. Subjects to be selected yearly. The following course numbers indicate subjects in selected areas of emphasis: 181A-Z performance; 187A-Z rhetoric; 189A-Z communication theory. Prerequisite: one of the following: SPCM 1, 4, 5, 7; or permission of the instructor.

198. *Special Topics: Advanced Seminar in Special Education* 3 s.h.
Periodically
In-depth analysis of current trends in special education. Students are required to prepare a paper of publishable quality and to lead a related seminar. Prerequisites: Master's-level courses and permission of instructor.

199. *Departmental Honors* 3 s.h.
Fall, Spring
The research for and the writing of a substantial essay, or the research, execution and presentation of a creative project in speech communication and rhetorical studies. Open only to senior speech communication and rhetorical studies majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, the written permission of the instructor who will supervise the essay or project.

Speech-Language-Hearing Sciences (SPCH)

Associate Professor Bloom, *Chairperson*

Professors Ferrand, Reiter, White; Associate Professors Altenberg, Eisen; Special Assistant Professor Milstein; Instructor Fabus.

The Speech-Language-Hearing Clinic is fully accredited by the Professional Services Board of the American Speech-Language-Hearing Association.

B.A. SPECIALIZATION IN SPEECH-LANGUAGE-HEARING SCIENCES: the departmental requirement for speech-language hearing sciences majors is 124 semester hours for the B.A. degree including 37 semester hours in the major area as follows: SPCH 5, 6, 10, 101, 102, 103, 131, 132, 133, 134, 135, 137, 138. In addition, PSY 140 is required.

Undergraduates may not register for M.A. level courses in Speech-Language Pathology or Audiology.

See complete B.A. requirements, page 79.

A MINOR IN SPEECH consists of the successful completion of 18 semester hours in speech-language-hearing sciences, with at least 6 hours in residence, under advisement and with the approval of the adviser.

SIGMA PI: a national speech honor society, see page 76.

COURSES

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

5. *Phonetics* 3 s.h.
Fall, Spring

The study of the science of speech production, including acoustic and articulatory phonetics, phonetic transcription and sound discrimination. Attention focuses on the acoustic and physiological characteristics of speech sounds within language structure.

6. *Anatomy and Physiology of the Speech Mechanisms* 3 s.h.
Fall, Spring

Structure and function of the systems involved in the production and perception of speech including respiration, phonation, articulation, and central and peripheral nervous systems. The importance of coordination and integration of these systems for communication is emphasized. (Formerly *Anatomy and Physiology of the Speech and Hearing Mechanisms*.)

8. *Hearing Science* 3 s.h.
Fall, Spring

Introduction to the fundamentals of hearing including an overview of the anatomy and physiology of the hearing mechanism; the application of principles of physics to the measurement of hearing in normal and disordered populations. Additional topics include: resonance, frequency, decibels, binaural hearing, and recruitment. (Formerly *Anatomy, Physiology and Science of Hearing*.)

9. *Exploring the Communication Sciences #* 3 s.h.
Fall, Spring

A critical examination of the current theories and methods used to investigate speech, language and hearing processes. The concepts and measurements used in the study of the physical and psychological correlates of speech, hearing, and language are introduced. These concepts are applied to the analysis of speech production, auditory perception and language representation. (Formerly *Approaches to the Speech, Language, and Hearing Sciences#*)

10. *Sociocultural Influences on Spoken and Written Communication* 3 s.h.
See course description, page 324.

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

Research for the writing of a substantial essay, or the research, execution, and presentation of a creative project in the speech-language-hearing sciences. Open only to senior department majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the supervising instructor.

101. *Experimental Psycholinguistics* 3 s.h.
Spring

Explores concepts in psychoacoustics, semantic memory, language organization, lexical-retrieval, and verbal learning. Students learn to test basic theories and assumptions about language and verbal learning through directed laboratory exercises. (Formerly *Psychology of Speech and Language*.)

102. *Language in Child Development* 3 s.h.
Fall, Spring

Patterns of normal language acquisition in children are examined at different developmental levels. Aspects of phonology, morphology, semantics, syntax and pragmatics are studied along with the cognitive, social and cultural factors that contribute to language learning and literacy. Students learn how to obtain and analyze language samples. (Formerly *Normal Development of Language*.)

103. *Speech and Hearing Science* 3 s.h.
Fall, Spring

Study of the physiology of speech production, the acoustic characteristics of voice and the processes by which listeners perceive the sounds of speech. Students gain experience with current technology and instrumentation in the Speech and Hearing Science laboratory. Prerequisites: SPCH 5, 6. (Formerly *Introduction to Speech and Hearing Sciences*.)

104. *Manual Communication* 3 s.h.
Spring

A history of manual communication including the rationale for its use in therapy. A basic vocabulary of useful signs (Ameslan) will be taught in addition to developing a proficiency in finger spelling. No liberal arts credit.

131. *Disorders of the Speech Production and Speech Perception Systems* 3 s.h.
Fall, Spring

The course focuses on the speech production systems of respiration, phonation, articulation, and resonance, as well as the coordination that is required to integrate these systems for normal speech production. Breakdowns in these systems that produce disorders of resonance, fluency, and articulation are discussed with reference to children and adults. Speech perception and its impact on audition is also addressed. Five hours of observation are required. Prerequisites: SPCH 5, 6. (Formerly *Disorders of Communication I*.)

132. *Disorders of Language in Childhood* 3 s.h.
Fall, Spring

The course focuses on disruptions in phonology, morphosyntax, semantics, and pragmatics and its impact on child development. Various clinical syndromes and associated developmental patterns are addressed. The effect of language breakdown on literacy achievement, academic performance and social intervention is emphasized. Prerequisites: SPCH 5, 6, 102. (Formerly *Disorders of Communication II*.)

133, 134. *Clinical Methods in Speech, Language and Hearing Disorders I and II* 2 s.h. each
Fall, Spring

Supervised observation, report writing, discussion of instructional methods for individuals with speech-language and hearing disorders. Laboratory requirement of one hour per week. Prerequisites: SPCH 131, 132.

135. *Communication Disorders of the Neurological System* 3 s.h.
Fall, Spring

This course focuses on communication disorders resulting from breakdowns in the neurological system. Disorders arising from

adventitious and progressive impairment to the various sites in the central and peripheral nervous systems are explored. The consequences of these communication problems are discussed as they impact on motor, linguistic, cognitive, vocational, and socio-emotional functioning across the life-span. Five hours of observation are required. Prerequisites: SPCH 5, 6. (Formerly *Disorders of Communication III*.)

137. *Introduction to Audiology* 3 s.h.
Fall, Spring

Problems of the deaf and hard-of-hearing, with emphasis on the anatomy and physiology of the ear, audiometric procedures and problems of sociological, educational and physiological rehabilitation. Prerequisite or corequisite: SPCH 103.

138. *Integrative Aural Rehabilitation* 3 s.h.
Fall, Spring

The ramifications of hearing loss and hearing test results as they relate to the rehabilitative needs of hearing impaired people. Techniques and technologies used in audiologic rehabilitation. Topics include: hearing aids, assistive listening devices, speech-reading, auditory training, counseling, speech and hearing conversation, speech and language therapy, deaf education. Prerequisite: SPCH 137. No liberal arts credit.

139. *Organization of a Speech and Hearing Program in Elementary and Secondary Education* 2 s.h.
Fall

Methods of organizing speech/language and hearing programs in public schools. Exploration of different models of service delivery, e.g., pullout, collaborative, team teaching. Introduction of state and federal regulations regarding children with communication disorders. Recommended for seniors and graduate students. Prerequisites: SPCH 131, 132. No liberal arts credit.

150. *Special Studies in the Speech Sciences* 1-2 s.h.
Fall, Spring

Guided student research through selections assigned by the instructor for written and oral reports. Student must obtain, before registration, written permission of the instructor who will guide the research.

Swahili (SWAH)

Administered by the Department of Comparative Literature and Languages

Professor Donahue, *Chairperson*
Professor Leonard, *Adviser*

Swahili is a major lingua franca in Africa with millions of speakers throughout the eastern part of the continent. A Bantu language of the Niger-Kordofanian family, Swahili has a typical, complex Bantu structure. It utilizes, for example, some 13 noun classes, the equivalent of a Romance language having 13 genders.

This sequence of courses introduces the student to the basics of speaking, understanding, reading, writing, and conversing. An important part of the course is the culture of the Swahili people and of other speakers of the language. Readings on culture are supplemented with guest lecturers. Language lab is required.

COURSES

Swahili courses are offered on occasion during the January and Summer sessions as well as the Fall and Spring. Consult the *January* and *Summer* bulletins for these schedules.

1. *Elementary Swahili* 3 s.h.
Fall, Spring, January, Summer
Fundamentals of structure. Oral drill. May not be taken on a Pass/D+/D/Fail basis.

2. *Elementary Swahili* 3 s.h.
Fall, Spring, January, Summer

Continuation of Swahili 1. Selected readings. Prerequisite: Swahili 1 or the equivalent. May not be taken on a Pass/D+/D/Fail basis.

3. *Intermediate Swahili* 3 s.h.
Fall, Spring, January, Summer

Structural review through conversation and compositions based on selected readings in Swahili culture and civilization. Prerequisite: Swahili 2 or equivalent. May not be taken on a Pass/D+/D/Fail basis.

4. *Intermediate Swahili* 3 s.h.
Fall, Spring, January, Summer

Readings, compositions, and conversations on Swahili writers. Prerequisite: Swahili 3 or equivalent. May not be taken on a Pass/D+/D/Fail basis.

Technology and Public Policy (TPP)

Administered by the Department of Engineering. Professor Rab-bany, *Chairperson*

These courses were formulated in response to the perceived needs of industry, government and business. The objectives are: 1) establish the relationship between technology and public policy by focusing on the utilization of technology for the fulfillment of societal needs; 2) examine the impact and pervasiveness of existing and potential technology on society; 3) evaluate the converse concept of the role of technological developments in influencing and producing changes in public policy; and 4) determine the effect of public policy on the stimulation, control and regulation of technology as applied to social, economic, political and national defense problems.

The courses are designed to provide students with the opportunity to develop a minor in conjunction with one of several disciplines such as chemistry, communication arts, computer science, economics, engineering, history, mathematics, philosophy or political science.

A **MINOR IN TECHNOLOGY AND PUBLIC POLICY** consists of the successful completion of 18 hours in TPP with grades of C- or better, with at least six hours in residence.

COURSES

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

1. *Introduction to Environmental Systems #* 3 s.h.
Fall, Spring

Develops an understanding of environmental science and applies it to environmental public policy issues. Fundamental scientific principles discussed include conservation of energy, atmospheric transport, radioactivity, biodegradation and thermodynamics. Public policy issues include acid rain, global warming, nuclear energy, recycling, asbestos and toxic wastes. (2 hours lecture, 2 hours laboratory.)

60. *Introduction to Geographic Information Systems* 3 s.h.
See course description, page 324.

110. *Energy and Society* 3 s.h.
Periodically

The effect of the production, distribution and consumption of energy by man on the environment and society. Examination of

#Core course

the scientific principles associated with the energy problem and energy forms such as petroleum, natural gas, coal, nuclear, geothermal, solar and others with respect to characteristics, availability and magnitude of these resources. Various technologies are studied to determine the techniques for conversion to electric energy and other forms. The priorities and policies for future development, the social conflict between demand and environmental degradation are considered. Prerequisite: permission of instructor.

112. *Technology and Human Values* 3 s.h.
Spring

Assessment of the status of human values in contemporary western society and the factors which affect this status. The first half of the course will examine valuing, choosing, assessing, setting priorities and value disagreements. The second half will apply these findings to selected problems of choice and responsibility emerging from the impact of technology on the person, on society, on the environment and the physical, social, moral and aesthetic quality of life. Same as PHI 91.

113. *Technology and Defense Policy* 3 s.h.
Once a year

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

114. *Technology and Urban Problems* 3 s.h.
Periodically

An examination of technological, social and economic factors which influence the planning and design of urban areas. Analysis of topics such as (1) land use, water use, pollution and energy factors used in the planning of housing, schools, hospitals, factories and recreational facilities, and (2) urban transportation problems involving methods of mass transportation, pollution, energy, parking and traffic safety. Prerequisite: TPP 110.

115. *Environmental Planning* 3 s.h.
Fall

Local, regional and national environmental goals, policies and planning are examined. The course includes environmental quality control, land use planning, pollution abatement policies, environmental impact studies with regard to public works projects, utilities and large industries, The National Environmental Policy Act and Environmental Regulations and Enforcement.

116. *Technology and Communications Policy* 3 s.h.
Periodically

The examination of the usage and potential control of communications. Topics include use and effectiveness of media, public and private policy with regard to communications, social, political, legal and economic factors, and assessment of regional and national communications systems. Typical of the technologies to be examined are cable TV, computerized instruction, communications satellites, newspapers, radio and standard TV. Prerequisite: ECO 131 or approval of instructor.

117. *Technology Assessment* 3 s.h.
Periodically

Consideration of the management and control of technology by government. Examination of the interaction of institutional, political and technical considerations. Development of techniques for anticipation of social, economic, human and environmental consequences of technological development in order to provide the public and policy makers with the bases for decision making. Prerequisite: TPP 110, PSC 105 or approval of instructor.

118. *Independent Project* 3 s.h.
Periodically

Independent analysis, synthesis or experimental work in area of interest. Project to be approved by TPP adviser.

119. *Independent Project* 3 s.h.
Periodically

Field work in area of interest, guided research in selected topics. Project to be approved by TPP adviser.

130. *Media Technologies and Public Policy* 3 s.h.
See course description, page 324.

149. *Technology and Society—Impact and Implication* 3 s.h.
Spring

Same as ENGG 149.

Women's Studies (WST)

Assistant Professor Charnow (History), Hofstra College Director;
Associate Professor Longmire, New College Adviser.

The Women's Studies minor program, under the supervision of the College of Liberal Arts and Sciences and New College, provides interdisciplinary perspectives on women in the humanities, the social sciences and natural sciences; women in a cross-cultural context; and women's roles and issues.

A MINOR IN WOMEN'S STUDIES consists of the successful completion of 18 semester hours including WST 1 (3 s.h.) and 15 s.h. chosen from among the courses listed below. Courses must be chosen under advisement by the Hofstra College Director or the New College Adviser. At least six hours must be in residence.

Courses offered at the College of Liberal Arts and Sciences
(see department listings for course descriptions):

- | | |
|-------|---|
| ANTH | 32. <i>Women & Development</i> , # 3 s.h. |
| | 145. <i>Women & Men in Anthropological Perspective</i> , 3 s.h. |
| CLL | 75. <i>Women Writers in the Romantic Tradition</i> #, 3 s.h. |
| ENGL | 124A. <i>The Woman Writer in America</i> , 3 s.h. |
| | 182-184, 190, 192, 196-198, A-Z. <i>Readings in Literature or Special Studies</i> *, 3 s.h. each |
| FRLT | 42. <i>Heroines Exotic & Erotic: Romantic Women in 19th-Century French Narrative Prose</i> #, 3 s.h. |
| | 46. <i>Sex, Gender & Love in 20th-Century French Prose</i> #, 3 s.h. |
| | 60. <i>Modern French Feminist Thought</i> , 3 s.h. |
| HIIST | 6C. <i>History of Changing Sex Roles: Changing Societies</i> , 1 s.h. |
| | 149. <i>Women in America</i> , 3 s.h. (Credit towards minor given for this course or SHG 5, not both.) |
| JW ST | 101. <i>Special Topics in Jewish Studies</i> ***, 3 s.h. |
| PHI | 167. <i>Philosophy of Feminism</i> , 3 s.h. |
| PSY | 26. <i>Psychology of Women</i> , 3 s.h. (Credit towards minor given for this course or SPG 4, not both.) |
| SOC | 32. <i>Women & Development</i> #, 3 s.h. (Credit towards minor given for this course or SGG 60E, not both.) |
| | 36. <i>Marriage & the Family</i> , 3 s.h. |
| | 37. <i>Parenting, Poverty & Social Policy</i> , 3 s.h. |
| | 140. <i>Social Inequality</i> , 3 s.h. |
| | 160. <i>Sociology of Gender</i> , 3 s.h. |

#Core course

*May be taken for credit towards the minor in Women's Studies when topic is appropriate, e.g., *Representation of Women in English Renaissance Literature*.

**May be taken for credit towards the minor in Women's Studies when topic is appropriate, e.g., *Women in Jewish Literature*.

- SPLT 57. *Gender & Culture: Women Through the Lens of Spanish Female Writers* #, 3 s.h.
 SPCM 53. *Gender & Intercultural Issues in Communication*, 3 s.h.
 WST 1. (Credit given for this course or New College ISWB 1, not both.)
 198. *Independent Study in Women's Studies*, 3 s.h.

Courses offered at New College (see *New College Addendum*):

- HPG 6. *Educational Controversies*, 4 s.h.
 ISWB 1. *Introduction to Women's Studies*, 4 s.h.
 SGG 5. *Language of Discrimination*, 4 s.h.
 60E. *Women in the Third World*, 2 s.h.
 SHG 5. *Herstory: Women in American Culture*, 4 s.h.
 SPG 4. *Psychology of Women*, 4 s.h.
 SPS 22. *Women in Political Theory*, 4 s.h.
 60F. *Ecofeminism*, 2 s.h.

Since all courses are not offered every semester, consult the *Class Schedule* and the Hofstra College Director and the New College Adviser before registering for your program. Information regarding scheduling and independent study opportunities are available in the Department of History. You may also wish to consult with faculty members in individual departments who teach courses listed above for the Women's Studies program. Individual study opportunities and scheduling information for New College are also available in the New College Office. For course descriptions, consult the *General Bulletin* under the relevant department. For New College course descriptions consult the *New College Addendum*.

COURSE

- WST 1. *Introduction to Women's Studies* # 3 s.h.
 Fall, Spring
 An interdisciplinary course which introduces the major ideas and concepts of women's studies and a variety of gender-related issues. The course provides theoretical tools by which to understand these issues and creates an interdisciplinary foundation of basic concepts and perspectives in women's studies. Drawing upon material from a wide range of disciplines: literature, the arts, sociology, language, linguistics, philosophy, psychology, and history, the course prepares the student for more discipline-specific courses on women and gender-related issues in these and other fields. Credit given for this course or New College ISWB 0001, not both.
- 150, A-Z. *Topics in Women's Studies* 3 s.h.
 See course description, page 324.
198. *Independent Study in Women's Studies* 3 s.h.
 Fall, Spring
 Individualized course of readings or plan of study prepared by student in consultation with and under the guidance of a faculty instructor. Written and/or other requirements for completion are established by the faculty instructor. May be used in partial fulfillment of requirements for a minor in Women's Studies. Prerequisite: permission of instructor and of the director of Women's Studies.

#Core course