Liberal Arts Major

Administered by the Dean of Hofstra College of Liberal Arts and Sciences.

B.A. SPECIALIZATION IN LIBERAL ARTS: designed for students who wish to pursue studies in several areas rather than concentrate in one discipline. It offers more options than the traditional major for students with diverse interests.

The student chooses three areas of concentration from the departments and programs in the College of Liberal Arts and Sciences. The areas of concentration may be chosen from the same or from different divisions.

The major consists of at least 60 credits in the three areas of concentration in nonintroductory courses for which liberal arts credit is given, with a minimum of 18 credits in each of the three areas. Only courses permitted for the major or minor may be applied to the Liberal Arts major. In departments that require eight or more credits of introductory courses as a prerequisite for all further courses, only 15 credits above the introductory level are required, but the total of 60 credits still applies. (A list of introductory-level courses, which do not count toward this major, is available in the Office of the Dean of Hofstra College.) At least six semester hours in each of the three areas of concentration must be completed in residence at Hofstra. Candidates for this degree may take no more than one course among all three areas of study on a Pass/D+/D/Fail basis, not counting those courses normally given on the Pass/D+/D/Fail basis.

Students who wish to elect this major should apply to the Office of the Dean of the College, preferably no later than the sophomore year.

Transcripts will read Bachelor of Arts in Liberal Arts with the three areas of study listed.

See complete B.A. requirements, page 82.

Library Information and Technology (LIBR)

Administered by the College of Liberal Arts and Sciences Dean's Office.

1. Introduction to Technology and Information Literacy 1 s.h.
   See course description, page 331.

Linguistics (LING)

Administered by the Department of Comparative Literature and Languages. Professor Donahue, Chairperson

Professor Leonard, Adviser

Specialization in Linguistics, see page 158.

COURSES (LING)

Courses are sometimes offered during January and Summer sessions. Consult the January and Summer Sessions bulletins for these schedules.

7. Chinese and Japanese Calligraphy and Language 3 s.h.
   Periodically
   Students will learn and practice the contemporary forms of Chinese and Japanese ideograms and the Japanese syllabaries while studying the history of their development. Prior study of Chinese or Japanese is desirable but not necessary. (Formerly The History of Chinese Calligraphy and Language)

10. Elementary Esperanto 3 s.h.
   Periodically

71. (CC) Language and Society in Africa, Asia and Latin America 3 s.h.
   See course description, page 331.

101. Introduction to Linguistics 3 s.h.
   Fall, Spring
   Principles of general linguistics. Essentials of phonology, morphology, syntax and semantics. Language change and language diversity. Language, culture and language universals. Credit given for this course or New College SLB 1/HGB 1.

103. The Classical Roots of English Words 3 s.h.
   See course description, page 332.

111. Scientific Terminology and Etymology 3 s.h.
   See course description, page 332.

125. Natural Languages vs Programming Languages 3 s.h.
   Periodically
   Formal definition of language and the concept of grammar as they apply to both natural and programming languages. The syntax of English and how it might be handled in computer programs. Prerequisite: CSC 120.

151. Phonology 3 s.h.
   Periodically
   An introduction to structural phonemics and generative phonology with emphasis on: a) distinctive oppositions and their relevance for signaling differences, and b) phonological rules and their implications.

152. Syntax 3 s.h.
   Periodically
   An introduction to the analysis of sentence structure, with emphasis on current theoretical approaches to various problems. The concentration is on English although other languages are attempted.

161. Historical Linguistics 3 s.h.
   Periodically
   Introduction to the principles and methods of historical and comparative linguistics with emphasis on the Indo-European languages. Theories of phonological, grammatical and semantic evolution.

162. Applied Linguistics 3 s.h.
   Periodically
   Theories of linguistics applied to anthropology, sociology, neurology, literature and education. Focus on areas of ethnic interaction such as teaching English to speakers of other languages (TESOL). Prerequisite: LING 101, ENGL 103 or permission of instructor.

171. Sociolinguistics 3 s.h.
   Once a year
   Relations between language and society; investigation of the linguistic correlates of social behavior as well as the influence of society on the nature of language.

181. Special Studies in Linguistics 1-3 s.h.
   Periodically
   Directed investigation of topics in any of the various subfields of linguistics such as phonological rules and representations, syntactic change, semantics, language and social/psychological behavior, and artificial intelligence and natural language processing. Subjects to be announced yearly. May be repeated when topics vary.
Literacy Studies (LYST)

The following areas are administered by this department and listed independently: Reading and Writing.

Associate Professor Zaleski, Chairperson

Assistant Professor Garcia, Director of the Reading/Writing Learning Clinic

Professor Taylor; Associate Professor Henry; Assistant Professor Cohen, Flurkey, Garcia, Goodman, McGinnis.

COURSES (LYST)

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.

100. Literacy, Health, and Physical Education 1 s.h.
Fall, Spring
This course on language, literacy and learning is designed for reflective scholar-practitioners in the fields of health education and physical education. Emphasis is also placed on home and school literacies of native English language speakers and English language learners, on reading and writing as language processes, on language variation and the linguistic abilities and strengths of children and adolescents, and on the impact of various approaches to literacy instruction and reading and writing assessment on the health and well being of both students and their families.

101. Literacy for Middle/High School Teachers 3 s.h.
Fall, Spring
The course focuses on the role of language and literacy in the lives of middle school/high school students. This course explores a range of issues related to language and literacy for middle school/high school classrooms including: reading and writing as language processes, the linguistic abilities and strengths of middle school and high school students, the potential of young adult literature for middle school/high school content classrooms, and learning/teaching strategies for speaking, listening, reading and writing in content area classes. The course involves a field component where preservice teachers observe students in middle and high school classrooms.

102. Literacy, Art, and Music 1 s.h.
Fall, Spring
This course on language, literacy, and learning is designed for students in the Fine Arts Education and Music Education programs leading to certification as a teacher of visual arts in grades PreK-12 or as a teacher of music PreK-12 in New York State. Emphasis is placed on school literacies, on reading, writing, listening, and speaking as language processes, the linguistic abilities and strengths of children and adolescents, and the impact of various approaches to literacy instruction and reading and writing assessment on the fields of art and music. This course meets the revised NYS teacher certification standards for language acquisition and literacy development by native English speakers and students who are English language learners.

Literature in Translation (LIT)

Administered by the Department of Comparative Literature and Languages. Professor Donahue, Chairperson

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. Literature in Translation courses are given in English.

5. Italian Culture and Civilization 3-4 s.h.
Once a year
Given in conjunction with the Hofstra Summer Program in Italy (see International Study, page 20). Readings in history and literature pertaining to the specific Italian surroundings in which the student will live. Additional work can earn student an additional hour of credit.

20. (LT) Modern Hebrew Literature 3 s.h.
Once a year
The period of Enlightenment (Haskalah): Hassidism, Hebrew Renaissance, contemporary essays, poetry, short stories, novels. Readings from the works of Bialik, Ahad Ha-am, Agnon and Hazaz.

24. (LT) Israeli Literature 3 s.h.
Once a year
Fiction, essays, poetry, literary criticism.

26. (LT) Yiddish Literature 3 s.h.
Once a year
Fiction, essays, poetry, literary criticism. Hassidic tales and humor.

31. (LT) Myth, Literature and Culture of the Greek World 3 s.h.
Periodically
Greek epic, lyric and dramatic poetry, with emphasis on the cultural and historical life of Greece from the Mycenaean period through the age of Alexander.

35. (LT) Myth, Literature and Culture of the Roman World 3 s.h.
Periodically
Roman drama, epic, lyric, satire and the novel, with emphasis on the major events and figures of the late Republic and early Empire.

Descriptions for French Literature and Translation courses (administered by the Department of Romance Languages and Literatures) appear under French on page 210.

FRLT 41. Me, Myself, and I: Autobiographical Expressions from the French 3 s.h.

42. Heroines Exotic and Erotic: Romantic Women in 19th-Century French Narrative Prose 3 s.h.

43. Decolonizing the Mind: Contemporary Literature from Africa, Southeast Asia, and the Caribbean 3 s.h.

44. Major Works of French Literature to 1800 3 s.h.

45. Major Works of French Literature Since 1800 3 s.h.

46. Sex, Gender & Love in 20th-Century French Prose 3 s.h.

47. French Literature & the World of Music 3 s.h.

48. The Knightly Heritage in French Literature 3 s.h.

49. Irony in Modern French Literature 3 s.h.

50. Reconstructing French Caribbean Identities 3 s.h.
52. Sovereignty and Quebec: A Literary and Cultural Perspective 3 s.h.
60. Modern French Feminist Thought 3 s.h.
120, 121. Special Topics in French Literature & Civilization 3 s.h. each

Descriptions for Italian Literature and Translation courses (administered by the Department of Romance Languages and Literatures) appear under Italian on page 233.

ITLT 40. Nature, Gender, and Sin in Pre-Modern Italy 3 s.h.
68. Highlights of Italian Literature 3 s.h.
69. Highlights of Italian Dramatic Literature 3 s.h.
90. Lifelines: Italian Women's 20th-Century Prose Fiction 3 s.h.

Descriptions for Spanish Literature in Translation courses (administered by the Department of Romance Languages and Literatures) appear under Spanish on page 313.

SPLIT 51. Don Quixote & the Modern Novel 3 s.h.
52. Interpreting the Hispanic Legacy 3 s.h.
53. Early Spanish-American Heritage 3 s.h.
54. 19th- and 20th-Century Latin-American Literature 3 s.h.
55. 20th-Century Spanish Outlook 3 s.h.
56. Spain Since the Civil War 3 s.h.
57. Gender & Culture: Women Through the Lens of Spanish Female Writers 3 s.h.
58. The Empire Writes Back: Autobiography and Resistance in Colonial Spanish America 3 s.h.
59. Farewell to Columbus: Rethinking the Latin American Heritage 3 s.h.

Courses (LIT)

70. (LT) Brecht and His Epic Theater 1 s.h.
Periodically
International influence of Brecht's plays and stage technique. Development of Brecht from anarchist to Marxist.

74. (LT) Romanticism and Realism in German Literature 3 s.h.
Three-year cycle; courses 74-78, one course each semester
The late 18th and 19th centuries: Sturm und Drang, romanticism and realism. Goethe, Schiller, Kleist, Hoffmann, Fontane and other representative writers.

75. (LT) German Literature of the 20th Century: the First Fifty Years 3 s.h.
Three-year cycle; courses 74-78, one course each semester
The individual versus society in peace and war. Hermann Hesse, Thomas Mann, Erich Maria Remarque, Alfred Doeblin, Wolfgang Borchert and other representative writers.

76. (LT) The Romantic Mind 3 s.h.
Three-year cycle; courses 74-78, one course each semester
An investigation of the literature, philosophy, music, visual arts and social mores of German Romanticism, which more than any other movement influenced and shaped the German mind throughout the 19th and 20th centuries.

77. The 20th Century: from the Establishment of the Two German States to the Present 3 s.h.
Three-year cycle; courses 74-78, one course each semester
An exploration of the literature of the divided Germany. Stefan Heym, Johannes Bobrowsky, Wolf Biermann, Siegfried Lenz, Christa Wolf, Hermann Kant, Guenter Grass, Heinrich Boell.

78. Contemporary German Literature and Film as Mirrors of Social Life 3 s.h.
Three-year cycle; courses 74-78, one course each semester
A study of the present German cultural scene through the writings of major contemporary authors and the films of leading German directors.

80. Chinese Literature in Translation 3 s.h.
Periodically
Survey course: from the ancient Book of Songs through Zen experience to the contemporary experiments of communist writers. Readings will be grouped around special topics such as love and death, nature and women.

85. Asian Literature in Translation 3 s.h.
Periodically
Reading and discussion of major works which have helped shape the view of man, the human condition and disciplines of self-cultivation in one of the following cultures: the Islamic world, India, Japan.

87. (LT) Traditions of Narrative in Modern Chinese Culture 3 s.h.
See course description, page 332.

88. (LT, CC) Self and Society in Chinese Literature 3 s.h.
See course description, page 332.

89. (LT, CC) Beauty and Sadness in Japanese Literature and Culture 3 s.h.
See course description, page 332.

90. (LT, CC) Modern Arabic Literature 3 s.h.
See course description, page 332.

98, 99. (LT) Russian Literature in Translation 3 s.h. each
Once a year
Literature of the 19th and 20th centuries reflecting the political and cultural background of the period. No credit toward major in Russian.

190. (LT) Special Studies in Nonlisted Literatures 3-4 s.h. periodically
Readings in translation in some of the lesser known literatures such as Icelandic, Yugoslav, Dutch, Polish.

Managed Care
See Health Professions and Family Studies

Management, Entrepreneurship, and General Business

Management courses are listed below.

Entrepreneurship courses are listed alphabetically.

General Business courses are listed alphabetically.

Associate Professor Smith, Chairperson

Professors Comer, Flynn, Lazarus, Sonfield; Associate Professors Blonder, Buda, Charnov, Farid, Gao; Assistant Professors Boyle, Brice, Grossman, Radin, Sengupta; Special Assistant Professors Cayirli, Geiger; Instructor Lenaghan.

The Robert F. Dall Distinguished Professorship in Business is held by Professor Sonfield. See page 353.

The Mel Weitz Distinguished Professorship in Business is held by Professor Lazarus. See page 353.
Management (MGT)

Administered by the Department of Management, Entrepreneurship and General Business. Associate Professor Smith, Chairperson

B.B.A. Specialization in Management: (All specializations must have prior approval of adviser.) Any six three-credit undergraduate elective courses in management and/or general business (except GBUS 1 and 180 or 180H) based on the student's specified concentration.

See complete B.B.A. requirements, page 103.

A Minor in Management consists of the successful completion of a minimum of 18 semester hours of course work with grades of C- or better, under faculty advisement in the Department of Management, Entrepreneurship, and General Business, with at least 6 semester hours in residence. The requirements are: MGT 101 and five additional three-credit management courses. A completed minor in management will be listed on the student's transcript.

A Minor in Human Resources Management consists of the successful completion of a minimum of 18 semester hours of course work with grades of C- or better, under faculty advisement in the Department of Management, Entrepreneurship, and General Business, with at least 6 semester hours in residence. The requirements are: MGT 101, 121, and 130; as well as three of the following courses: MGT 118, 122, 171, 172, 175, and 179 or other MGT courses under advisement. A completed minor in human resources management will be listed on the student's transcript.

No School of Business courses may be taken on a Pass/D+/D/Fail basis.

Nonbusiness majors may choose either of these minors.

No student pursuing a bachelor's degree other than a Bachelor of Business Administration degree, may complete more than 30 semester hours of School of Business course work without permission of the School of Business Dean's Office. The student must have the appropriate form approved and filed with the major and minor departments.

All minors must be declared at the Office of Academic Records.

Minor in General Business for Nonbusiness Majors, see page 211.

Master of Business Administration Programs, see the Hofstra University Graduate Studies Bulletin.

Master of Science in Human Resources Management, see the Hofstra University Graduate Studies Bulletin.

Business Honor Societies, see page 76.

COURSES (MGT)

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.

47. Personal Career Planning 3 s.h.

Periodically

Conceptual and experiential learning are combined to provide a focused process for career planning and decision making. Students assess their individual values, skills, strengths, aptitudes, interests, and styles of behavior in order to develop appropriate career goals; and learn the job search strategies of preparing resumes, interviewing, writing letters of application and follow up, evaluating job offers, and selecting an organization. Participants engage in a process of career life planning applicable to all stages of life and career. Cannot be used toward major or minor credit.

101. Introduction to Management Fall, Spring

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.

110. Introduction to Operations Management Fall, Spring

Management of the operations function of an organization. Operations system design, capacity planning, job scheduling, inventory control, project planning, technological issues, and total quality management. Social, environmental, ethical, and international considerations. Prerequisites: MGT 101 and BCIS 10 or 14; junior class standing or above. (Formerly Advanced Concepts of Management.)

114. Management Systems Once a year

The organization is examined as a total system, and the role of information and computers are explored to facilitate decision making in planning, control and operations. Prerequisites: MGT 101 and BCIS 10 or 14; junior class standing or above.

118. Litigation and Alternate Dispute Resolution Periodically

A consideration of domestic and international litigation, negotiation, mediation, fact-finding, arbitration, and recently developed variations of the foregoing. Emphasis on the extent to which these various methods of dispute resolution can be developed and controlled by the disputing parties themselves and/or by the courts. Historical development of ADR and emerging ethical issues are considered. Prerequisites: LEGL 20 and junior class standing or above. Same as LEGL 118.

121. Human Resources Management Fall, Spring

Human resources function as it relates to industrial, service, and not-for-profit organizations: selection and placement of workers, supervision, wage and salary administration, union-management relations, management development. Prerequisites: MGT 101; junior class standing or above. (Formerly Personnel Administration.)

122. Advanced Topics of Organizational Recruitment and Selection Once a year

Foundations of recruitment and selection of individuals in organizations. Emphasis on effective management and business practices. Recruitment methods including planning, analysis of internal and external labor markets, applicant screening, interviewing, and evaluation. Ethical and diversity-related aspects of staffing and downsizing in national and multinational corporations. EEO considerations, job descriptions, job analysis, personnel testing, internal selection, placement, reliability and validity, and utility of selection practices. Prerequisites: MGT 101 and junior class standing or above.

123. Managing Employee Benefits Once a year

A comprehensive analysis of design, funding and administra-
tion of employee benefit plans. Special interest is given to contemporary issues, including pending legislation and current trends. Topics include the environment of employee benefit plans, social insurance, defined contribution plans, defined benefit plans, taxation, health and welfare plans, and plan communication. Each topic will be discussed from a public, private, multi-employer and international view. Prerequisites: MGT 101 and junior class standing or above.

127. Work Analysis—Time and Motion Study and Job Evaluation 3 s.h.
Once a year
Factors and techniques affecting utilization of human effort, principles of motion economy, time study, performance rating, ratio delay studies, techniques of job analysis, evaluation, specifications and description; motivation and job enlargement techniques. Prerequisites: MGT 110, QM 1.

130. Human Relations in Organizations 3 s.h.
Fall, Spring
Formal and informal organization; theories of leadership and motivation, interpersonal communication, participation, counseling and morale. Prerequisites: MGT 101; junior class standing or above.

142. Production Management 3 s.h.
Once a year
Methods of planning, routing, scheduling and controlling industrial production processes; demand forecasting and inventory control; and the design of production management control systems. Students design production systems and use them to manage production operations in a computer simulated manufacturing environment. Prerequisites: MGT 110 and QM 1. BCIS 10 or 14. QM 122 suggested as corequisite or prerequisite.

145. Purchasing Management 3 s.h.
Fall, Spring
Analysis of the activities and mechanics of purchasing and materials management. Emphasis on buy-make decisions in the private and public sector, single vs. multiple sourcing, competitive bidding vs. negotiations, the logistics of delivery systems, purchasing ethics and vendor relations, international purchasing, ISO 9000 and computerized inventory systems. Prerequisite: MGT 110. (Formerly 155, Purchasing.)

150, 151. Field Research in an Industrial Society 3 s.h. each
Periodically
Field trip to study production processes, distribution, organization and interpersonal relationships in business. Examination of the role of management, labor unions, trade associations and government agencies in the solution of business and community problems. Prerequisite: MGT 110.

152, 153. Readings 1-3 s.h. each
Periodically
Assigned readings on a tutorial basis; oral or written reports may be required. Prerequisites: MGT 110 and permission of department chairperson.

157, A-Z. Seminar: Special Topics in Management 3 s.h.
Periodically
An advanced in-depth treatment of special topics. Current topics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: MGT 101, junior class standing or above, and any additional prerequisites as stated in the course schedule. As individual subjects are selected, each is assigned a letter (A-Z) which is affixed to the course number. Students may take up to two of these courses to fulfill their major requirements so long as each seminar has a different letter designation.

160. Managing Nonprofit Organizations 3 s.h.
Once a year
Development of skills useful in the management of nonprofit institutions. With the use of lectures, cases, films, role-playing and selected readings, students develop and demonstrate their competency to deal with and institute change in such organizations as government agencies, hospitals and universities. Presents a management system for achieving results in managing nonprofit organizations, not isolated management tools. Prerequisites: MGT 101 and junior class standing or above.

171. International Strategic Management 3 s.h.
Fall, Spring
Evaluation and design of a firm's organizational systems for formulating and implementing multinational, cross-functional corporate goals, strategies, and tactics. Focuses on international business strategy models related to foreign direct investment in wholly owned and joint-venture firms, as well as other strategic alliances while facing the challenges in the multinational environment. Consideration of interconnectedness of strategy, finance, marketing, accounting, human resources, and information technology. Prerequisites: MGT 101 and junior class standing or above. (Formerly Problems in International Management: Strategy Formulation and Business Negotiation.)

172. Collective Bargaining 3 s.h.
Fall, Spring
Labor-management negotiations; the evolution of the modern labor contract, labor law analysis, grievance procedures, techniques of conciliation, mediation and arbitration. Prerequisites: MGT 101 and junior class standing or above.

174. Business Internship 1-3 s.h.
Fall, Spring
Actual practical experience in an approved setting open to junior and senior management majors. Students work a minimum of 40 hours for 1 credit or a minimum of 80 hours for 2 credits or a minimum of 120 hours for 3 credits in a structured management program offered by a for-profit or not-for-profit organization. NOTE: Students may take this course only once. Satisfactory completion of this course counts toward general degree requirements but does not satisfy management major requirements. Prerequisites: permission of department chairperson, a minimum grade point average of 2.5 in management courses and 2.5 overall, MGT 110, junior class standing or above.

175. Management of Change and Innovation in Organizations 3 s.h.
Once a year
Presents theoretical and managerial approaches to the successful management of change and innovation, primarily within the context of technological and service-based organizations. Major theories, trends and research findings related to the management of change and of innovation are explored. Prerequisites: MGT 101 and junior class standing or above.

179. Managerial Skills: Assessment and Development 3 s.h.
Fall, Spring
Course focuses on assessing skills and developing cognitive insights and behaviors necessary for building competence in different roles required for managing organizations in a complex dynamic global environment. Experiential and group learning activities are emphasized to assess and enhance students' capacities to set and achieve goals, communicate, delegate, motivate, manage conflict, and build a team of diverse subordinates. Prerequisites: MGT 101 and junior class standing or above. (Formerly Managerial Skill Development.)
184. Deterministic Models in Operations Research 3 s.h.
Periodically
Same as QM 184.

185. Internship in Management 3 s.h.
Fall, Spring
A work-study program open to senior management majors. Students work a minimum of 120 hours in a structured management training program offered by a for-profit or not-for-profit organization. Prerequisites: permission of department chairperson, a minimum grade point average of 3.0 in management courses and 3.0 overall, MGT 110. Corequisite: related course in the area of internship. (Students who do not meet these requirements, see MGT 174.) (Formerly Internship.)

190. Honors Essay 3 s.h.
Fall, Spring
Research for and the writing of substantial essay in the field of management. Open only to senior management majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the department chairperson. Prerequisites: a minimum grade point average of 3.5 in management and 3.4 overall.

Marketing and International Business

Marketing courses are listed below.

International Business courses are listed alphabetically.

Associate Professor Barak, Chairperson

Professors Berman, Evans, James, Mathur, Neelankavil, Sherman; Associate Professors Forman, Lee, Moore, Yoo, Zhang; Assistant Professors Gao, McMellon, Thelen, Torres-Baumgarten.

The Walter H. “Bud” Miller Distinguished Professorship in Business is held by Professor Berman. See page 353.

The RMI Distinguished Professorship in Business is held by Professor Evans. See page 353.

Marketing (MKT)

Administered by the Department of Marketing and International Business. Associate Professor Barak, Chairperson

B.B.A. Specialization in Marketing: (All specializations must have prior approval of adviser.) The requirements are: MKT 124, 144, 175; and four additional three-credit courses in marketing (may include GBUS 170).

The B.B.A./M.S. Program option (152-155 s.h.) is available for those qualified students* who choose to pursue an M.S. in Marketing or Marketing Research and who complete MKT 124, 144, and 175; two additional three-credit courses in marketing (may include GBUS 170); and MKT 207 and 247 (which will be credited to both the B.B.A. and M.S. degrees).

*Students selecting the B.B.A./M.S. option must take the Graduate Management Admission Test (GMAT), meet the M.S. admission requirements, and submit the appropriate application after successfully completing a minimum of 88 undergraduate credits, but prior to enrolling in their last 12 credits of course work toward the B.B.A. For complete M.S. requirements, please see the Hofstra University Graduate Studies Bulletin.

See complete B.B.A. requirements, page 103.

A minor in Marketing consists of the successful completion of a minimum of 18 semester hours of course work with grades of C- or better, under faculty advisement in the Department of Marketing and International Business, with at least 9 semester hours in residence.

The requirements for a marketing minor who is a major in another business area are: MKT 101, 124, 175 and three additional courses chosen from the following: MKT 131, 135, 140, 141, 144, 149, 157, A-Z, 168, 169, 170, 172; IB 150; GBUS 170. See course listings for prerequisites.

Nonbusiness majors may also choose a marketing minor. The requirements for a marketing minor who is a nonbusiness major are: MKT 101, 124, and four additional courses chosen from the following: MKT 131, 135, 140, 141, 144, 149, 157, A-Z, 168, 169, 170, 172, 175; IB 150; GBUS 170. See course listings for prerequisites.

A completed minor in marketing will be listed on the student's transcript.

No School of Business courses may be taken on a Pass/D+/D/Fail basis.

No student pursuing a bachelor's degree other than a Bachelor of Business Administration degree may complete more than 30 semester hours of School of Business course work without permission of the School of Business Dean's Office. The student must have the appropriate form approved by and filed with the major and minor departments.

All minors must be declared at the Office of Academic Records.

Master of Business Administration Programs, see the Hofstra University Graduate Studies Bulletin.

Master of Science in Marketing or Marketing Research, see the Hofstra University Graduate Studies Bulletin.

Business Honor Societies, see page 76.

Courses (MKT)

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.

101. Principles of Marketing 3 s.h.
Fall, Spring
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.

124. Consumer Behavior 3 s.h.
Fall, Spring
An examination and analysis of the theories and concepts that contribute to successful domestic and international marketing approaches. Explores consumer issues concerning the acquisition, consumption, and disposition of goods, services and ideas both domestically and from a cross-cultural perspective. Topics include segmentation, perception, motivation, and decision making. Examines ethical practices on behalf of business and consumers. Prerequisites: MKT 101 and junior class standing or above. (Formerly Behavioral Science in Marketing.)

126. Sports Marketing 3 s.h.
Periodically
The course examines the practice and institutions of sports
marketing from a strategic business planning perspective and examines the varied elements that comprise the ever-changing sports marketing industry: spectator relations, marketing and media, advertising and communications, promotions and special events, and sponsor relations. It uses that perspective of history to examine the current market and emerging trends. Topics include: pro and amateur sports; college sports marketing; the Olympics; television and radio, and corporate sponsor-ship programs. The course provides an appreciation for the growing popularity of women's sports, the globalization of sport and the growing importance of technology. Prerequisites: MKT 101; junior class standing or above.

131. Principles of Advertising 3 s.h.
Fall, Spring
Design and evaluation of advertising strategies based upon knowledge of consumer demand, advertising methods, mechanics and institutions with emphasis on media selection, copy selection, budgetary planning, legal and ethical con-straints and research to determine advertising effectiveness. Prerequisites: MKT 101 and junior class standing or above.

132. Integrated Marketing Campaigns 3 s.h.
Once a year
Focus on strategic problem-solving and creative decision-making in the development of an integrated marketing campaign. The integrated marketing approach focuses on a strategic coordina-tion of the communication elements in the marketing mix. Students will complete an integrated communication plan and campaign. Topics include market analysis, primary and second-ary research, strategic planning, development of marketing objectives and strategy, media planning, and advertising and other promotional activities. Special emphasis on campaign conceptualization, creation, development, and proposed execution. Marketing communication principles and theory, as well such topical issues as global advertising, new media, and ethics are covered. Prerequisites: MKT 131 and junior class standing or above.

135. Foundations of Direct Marketing 3 s.h.
Fall, Spring
An examination of the concepts, strategies and applications involved in direct marketing, both nationally and internation-ally. A variety of topics are covered, including: an overview of direct marketing, building databases, list segmentation, plan-n ing creative strategy and execution, and developing direct campaigns using a variety of media. The role of interactive media is emphasized. Contemporary issues such as privacy are discussed. Analysis includes direct marketing for both business-to-business and final consumers. Prerequisites: MKT 101 and junior class standing or above.

140. Sales Management 3 s.h.
Fall, Spring
Organization, administration and evaluation of the sales func-tion within the firm. Selection, training, motivation, perform-ance evaluation, and compensation of the sales force. Effective selling and the relationship of sales to other marketing func-tions. Ethical issues and international perspectives within the sales context. Prerequisites: MKT 101 and junior class standing or above.

141. Retail Management 3 s.h.
Fall, Spring
Examination of the framework of retailing, retail institutions, strategic retail planning, trade-area and site-selection analysis, retail organizations, merchandise planning and management, service retailing, store image, promotion, pricing, retail audit and retailing in the future. Prerequisites: MKT 101 and junior class standing or above.

144. Marketing Research 3 s.h.
Fall, Spring
Design and implementation of market research investigations to help solve conceptual and operational marketing problems. Topics include development of research proposals, sources of primary and secondary data, questionnaire construction, sam-pling considerations, application of statistical analysis includ-ing computer-based techniques, and report writing. Prerequisites: MKT 124, QM 122.

145. Electronic Marketing 3 s.h.
Fall, Spring
This course examines the role of emerging technologies on an organization’s marketing function. Specifically, the role of the Internet is considered as it impacts on all aspects of the relationship between the firm and its markets, suppliers, partners, and other publics. Special attention is given to the role of elec-tronic commerce in researching, serving, and building relations-ships with an organization’s consumer and industrial markets. The course will make intensive use of the Internet, case studies, current readings, and student projects. Prerequisites: MKT 124 and junior class standing or above.

149. Public Relations 3 s.h.
Fall, Spring
Objectives and methods of communication between the firm and its publics, i.e., stockholders, employees, consumers, gen-eral public. The role of social, political, ethical and ecological considerations in formulating public relations policy. Prerequisites: MKT 101 and junior class standing or above.

151. Readings 1-3 s.h. each
Fall, Spring
Assigned readings on a tutorial basis; oral or written reports may be required. Prerequisites: MKT 101, junior class standing or above, and permission of department chairperson.

157, A-Z. Seminar: Special Topics in Marketing 3 s.h.
Periodically
An advanced in-depth treatment of special topics. Current top-ics are explored through a variety of methods, such as lectures, projects and case studies. Prerequisites: MKT 101, junior class standing or above, and any additional prerequisites as stated in the course schedule. As individual subjects are selected, each is assigned a letter (A-Z) which is affixed to the course number. Students may take up to two of these courses to fulfill their major requirements so long as each seminar has a different let-ter designation.

168. Business-to-Business Marketing 3 s.h.
Periodically
A managerial approach to marketing decision making in an industrial market. Topics include vendor and value analysis, inventory control, sales forecasting, industrial market planning, market auditing, sales-force planning and channel manage-ment. Prerequisites: MKT 101 and junior class standing or above.

169. Marketing of Services 3 s.h.
Periodically
This course focuses on the difference between goods and serv-ices and the impact of these differences on marketing of servic-es. Topics include service quality, customer service/satisfaction, ethical issues in marketing of services, and marketing of servic-es internationally. Prerequisites: MKT 101, junior class standing or above.

170. International Marketing 3 s.h.
Fall, Spring
Conditions affecting the international marketing position of the United States and other selected countries, development of
multinational marketing policies, trade with developed and developing countries. Foreign market research, channels of international marketing, international advertising media, mechanics and documentation of foreign trade. Organization and management of international marketing intermediaries. Emphasis on case studies and experiential exercises. Prerequisites: MKT 101; junior class standing or above. Same as IB 170.

172. Export/Import Marketing 3 s.h. Periodically
Intensive study of all of the aspects of export-import marketing. Topics covered include marketing strategy, company resources to support export-import operations, export marketing research, evaluation of governmental incentives and barriers to trade, establishment of distribution policies, evaluating transportation alternatives, evaluating financing alternatives, maritime and credit insurance programs, export/import documentation and electronic data interchange, product adaptation, pricing tactics and strategy, promotion approaches, after sales service, finding service and product suppliers, organizational considerations of the export-import business, and ethical issues which arise in arranging transactions, complying with government regulations, and shipping goods. Prerequisites: MKT 101, IB 150, and junior class standing or above.

174. Business Internship 1-3 s.h. Fall, Spring
Actual practical experience in an approved setting open to junior and senior marketing majors. Students work a minimum of 40 hours for 1 credit or a minimum of 80 hours for 2 credits or a minimum of 120 hours for 3 credits in a structured marketing program offered by a for-profit or not-for-profit organization. NOTE: Students may take this course only once. Satisfactory completion of this course counts toward general degree requirements but does not satisfy marketing major requirements. Prerequisites: permission of department chairperson, a minimum grade point average of 2.5 in marketing courses and 2.5 overall, MKT 101, junior class standing or above.

175. Marketing Planning and Product Strategies 3 s.h. Fall, Spring
Examination of the environment in which the firm operates and the impact of these conditions on marketing strategy decisions. Student's analytical skills and decision-making abilities in marketing are enhanced through a combination of high level reading assignments, class discussions and participation, term projects and/or assignments, and written examinations. Prerequisites: MKT 101, 124, senior class standing, and 6 additional semester hours of marketing electives.

185. Internship in Marketing 3 s.h. Fall, Spring
A work-study program open to senior marketing majors. Students work a minimum of 120 hours in a structured marketing training program offered by a for-profit or not-for-profit organization. Prerequisites: permission of department chairperson, a minimum grade point average of 3.0 in marketing courses, and 3.0 overall, MKT 124. Corequisite: related course in the area of internship. (Students who do not meet these requirements, see MKT 174.) (Formerly Internship.)

190. Honors Essay 3 s.h. Fall, Spring
Research for and the writing of a substantial essay in the field of marketing. Open only to senior marketing majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the department chairperson. Prerequisites: a minimum grade point average of 3.5 in marketing and 3.4 overall, MKT 124.

Mass Media Studies (MASS)
Administered by the Department of Journalism and Mass Media Studies.

See Journalism, page 235.

Professor Drucker; Associate Professor Kelly; Assistant Professor Hey.

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 108. In addition, students majoring in Mass Media Studies must complete the program requirements listed below plus a liberal arts minor from one of the following: any minor in the College of Liberal Arts and Sciences or the Department of Speech Communication and Rhetorical Studies. The minor must consist of 18 semester hours as defined by that discipline, of which at least 6 hours must be taken in residence.

( NOTE: Major and minor fields will be listed on the student's record. Only courses acceptable for the major may be applied toward the minor, and only with grades of C- or better. Pass/D+/D/Fail credit will be given toward an academic major and minor for courses offered only on this basis.)

Mass Media Studies majors transferring to Hofstra University may bring no more than six mass media credits from other schools for use in satisfying mass media studies major requirements. These six credits are subject to the approval of the Department of Journalism and Mass Media Studies of the School of Communication. Transfer credits are approved only for those courses meeting the department curriculum requirements as course standards.

B.A. Major in Mass Media Studies: 36 s.h.
15 s.h.—MASS 1, 11, 112; JRNL 1 and 11
12 s.h.—selected from MASS/JRNL 20; MASS 101, 104, 109, 120, 130
9 s.h.—Chosen under advisement from MASS 150, 151, 180-189, 199, or no more than one course from each of the other departments in the School of Communication, provided that prerequisites have been met.

The School of Communication also requires that Mass Media Studies majors take SPCM 1 AND AVF 1.

For additional programs offered in the Department of Journalism and Mass Media Studies, see page 235.

A Minor in Mass Media Studies consists of the successful completion of 18 semester hours in mass media studies with at least 15 semester hours in residence, under advisement and with the approval of the adviser.

All department majors must have a minimum grade point average of 2.5 in both the major and overall grade point averages.

Courses (MASS)
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. Mass Media: History and Development 3 s.h. Fall, Spring
A survey course, from colonial times to the present, emphasizes the social and political roles of the media — against a historical background and against evolving changes in society. An inter-
national and cross-cultural approach is used to examine the contributions made by media pioneers in different parts of the world. (Formerly SCO 2 and COMM 1, History and Development of Communications Media.)

11. Mass Communications in Contemporary Society 3 s.h.  
Fall, Spring  
An intensive study of various tested theories and modes of analysis. Analyzes the functions, nature, and content of the media and the social, political and economic impact of modern communication technologies. Examines the effects of media on our political, legal, economic, social, and value systems. The emphasis is on ideas, relationships and issues. Prerequisite: MASS 1. (Formerly COMM 100, SCO 2.)

20. Survey of News Issues 3 s.h.  
Periodically  
An examination of six to ten important, current news stories—regional, national and international—their contexts, the issues involved, and how these stories are being pursued, developed, and presented by newspapers, radio, TV, online, and other mainstream news sources. A critical assessment of the various approaches to these stories provides the focus to evaluate the various factors influencing news handling, writing, editing, and play. Outside community research and reporting time is required. Prerequisite for Journalism majors: JRNL 11, or permission of instructor. Some as JRNL 20. (Formerly COMM 80; Survey of the News Media.)

101. Understanding Global Media and News Systems 3 s.h.  
Once a year  
Focuses on the mass media, global news flows, problems of international journalism and challenges to press freedoms. The course is designed to enhance understanding of intercultural dynamics and their relationship to the media systems of other countries and to international communication in general. Prerequisites: MASS 11 and PSC 1, or permission of instructor. (Formerly COMM 101, International Communication and Cultural Exchange: Global Communication and Cultural Exchange.)

104. Media and the Law 3 s.h.  
Fall, Spring  
This course is designed to acquaint the student with censorship issues and the way in which the United States Supreme Court has dealt with these cases. Sample cases will be analyzed with a view to understanding the evolution of certain attitudes and policies regarding freedom of speech and press in the United States. Controversial subjects, such as prior restraint, obscenity, public access to the media, invasion of privacy, libel, etc., will be discussed. Prerequisite: MASS 11 or permission of instructor. Prerequisite for Journalism majors: JRNL 11, or permission of instructor. (Formerly Censorship and the Media; COMM 104, Censorship and Communications.)

109. The Mass Media, Politics and Policy Making 3 s.h.  
Fall  
This course focuses on the media's role in politics. It is designed to enhance the student's research, writing, and analytical skills while increasing awareness of the mediated political process. Topics include theories of persuasion, the spin-doctor phenomenon, and the coverage and impact of extraordinary events on political decision making. Students simulate a presidential campaign, applying theories of politics and mass media. Prerequisites: MASS 1 and PSC 1.

112. Surveying Public Opinion: Introduction to Public Opinion Research 3 s.h.  
Once a year  
Introduction to the subject of commercial, social and political opinion research; methodologies and their pitfalls; uses of public opinion studies; relationship between such studies and their influence in the marketplace of ideas, services and products. Other topics include effect of the polling phenomenon on the press and how news is created out of polling results. Prerequisites: MASS 11 and PSC 1, or permission of instructor. (Formerly COMM 107.)

120. Research in Mass Media Studies 3 s.h.  
Fall, Spring  
Written and oral reports on selected topics concerning major issues relating to the functions and influence of mass communications. Comprehensive studies of areas not covered or only briefly touched in preceding courses. Open only to juniors and seniors. Prerequisite: MASS 11. (Formerly COMM 105, Research Seminar in Communication Problems.)

130. Media Technologies and Public Policy 3 s.h.  
See course description, page 341.

150, 151. Independent Study/Readings in Mass Media Studies 1-3 s.h. each  
Fall, Spring, Summer  
Individualized projects in mass media including historical, critical and analytical studies. Open only to juniors and seniors in the Department of Journalism and Mass Media Studies who secure, before registration, written permission of the instructor who will supervise the study. May be repeated up to 6 s.h. in different subject areas. Prerequisite: permission of department chairperson. (Formerly COMM 110, Readings in Communications.)

170, 171. Internships 1-3 s.h. each  
Fall, January, Spring, Summer  
Application of theory and classroom training in an appropriate professional setting. Students must complete a minimum of 120 hours and complete a paper or project relevant to their work experience and fulfill other requirements as designated by the sponsoring professor. Permission of an adviser is required. Pass/D+/D/Fail grade only.

180-189, A-Z. Special Topics 1-4 s.h. each  
Periodically  
Designed to meet the needs of individual and specific groups of students interested in special topics not covered by other course offerings. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times as long as there is a different letter designation each time it is taken.

199. Departmental Honors 3 s.h.  
Fall, Spring  
Students research and write a significant scholarly paper. Open only to seniors in the Department of Journalism and Mass Media Studies who desire to graduate with departmental honors and who secure, before registration, written permission of the instructor who will supervise the essay or project. Cumulative grade point average must conform with departmental honors as defined on page 76 under eligibility requirements. (Formerly COMM 199.)

Mathematics (MATH)  
Professor Weiss, Chairperson  
Professors Costenoble, Grassi, Greenwell, Hastings, Ostling, Waner, Weiss, Wu; Associate Professors Akbik, Bhargava, Bohannon, Elston, Eswarathasan, Michaels, Sebold; Assistant Professors Cole, Ismailescu, Silberger, Warner.

The mathematics major or minor can be an entry to many fields. Recent graduates with majors in mathematics have gone...
on to careers in industry, medicine and law as well as in school and university teaching and actuarial science. The department offers a wide range of courses in order that students be adequately prepared for the career or future study of their choice. Students should develop a plan of studies in consultation with an adviser in the mathematics department as early as possible in their undergraduate program. Although guidelines cannot replace professional advice, here are a few guidelines.

The Department offers the following programs:

**B.A. in Mathematics**

B.S. in Mathematics with a choice of seven options:
- Mathematics: for students with a strong interest in mathematics, an option for those interested in careers requiring graduate education in mathematics.
- Actuarial Science: for students interested in actuarial science and related careers. Prepares the student for the first examinations administered by the Society of Actuaries, and thus begins the path toward Fellowship in the Society of Actuaries.
- Applied Mathematics: for students with a strong interest in applied mathematics, an excellent option for those interested in careers requiring graduate education in applied mathematics or the sciences.
- Four options for students with a strong interest in the following sciences: Chemistry, Computer Science, Engineering, Physics.
- B.S. in Computer Science and Mathematics (jointly with the Department of Computer Science).

**B.A. in Mathematics**

M.A. in Mathematics

M.S. in Applied Mathematics

All of the undergraduate mathematics major programs have a common foundation: three semesters of calculus (MATH 19, 20, and 29), Introduction of Higher Math (MATH 114), and linear algebra (MATH 135A). Majors should complete these courses by the end of their sophomore year. The mathematics minor also has three semesters of calculus courses as a foundation. In addition, students should satisfy University requirements early in their careers, especially science and foreign language. Students interested in careers in actuarial science, applied mathematics, science or industry should also take some computer science courses under advisement.

Students interested in actuarial science should take the statistics sequence, MATH 137 & 138, in their junior year. With appropriate study and advice, they may be able to complete several actuarial examinations before graduation. Summer internships in actuarial science are widely available for students with good records through the junior year. Professor Ostling advises actuarial students.

Students seeking careers in elementary and secondary education should consult the Department of Curriculum and Teaching in the School of Education to be advised on the education sequence that culminates with student teaching. Students seeking careers in elementary education should also consult the mathematics department chairperson as early as possible. Professor Whilton of the Department of Curriculum and Teaching acts as adviser with Department of Mathematics advisement for these students.

Careers such as college teaching and advanced industrial research require the Ph.D. degree. Our best students frequently qualify for fellowships for Ph.D. study. Students seeking these careers are encouraged to obtain research and science experience early in their careers. Many internships are available for well qualified students after their junior year. Interested students should see the chairperson of the mathematics department during their junior year.

Students seeking careers in medicine or law should consult University advisers in these areas. Premedical students should take a one-year sequence in each of the following: biology, general chemistry, organic chemistry and physics.

**B.A. Specialization in Mathematics:** mathematics courses including MATH 114, 135A, 145, 171, 146 or 172, 3 additional hours in intermediate or advanced mathematics numbered 100 or above, and 9 additional hours in advanced mathematics numbered 110 or above, chosen under advisement. Physics 11A and B fulfills the distribution requirement in the category of natural sciences. Mathematics majors are advised to take at least one course in computer science.

All mathematics courses presented toward the fulfillment of the degree must be completed with a minimum grade of C-.

See complete B.A. requirements, page 82.

**B.S. Specialization in Mathematics:** candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 124 semester hours and a cumulative grade point average of 2.0 in work completed at Hofstra.
2. At least 62 semester hours of liberal arts courses. At least 55 of these credits must be completed in courses other than mathematics.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included in the last 30 hours.
4. The following general requirements:
   - ENGL 1 & 2*: Humanities electives, 6 s.h. of distribution courses including 3 semester hours from the appreciation and analysis category, and 3 semester hours from the creative participation category Foreign language (same as for B.A., see page 81) Social science electives, 6 s.h. of distribution courses including 3 semester hours from behavioral sciences, and 3 semester hours from history and philosophy Physics 11A and B. (For listing of distribution courses, see pages 85-88.)
5. The successful completion of all mathematics courses required for the B.A. in Mathematics including MATH 114, 135A, 145, 171 and 146 or 172, 3 additional hours in intermediate or advanced mathematics numbered 100 or above, and 9 additional hours in advanced mathematics numbered 110 or above, chosen under advisement.
6. The successful completion of one of the options listed below. It is the intent of the science options to allow students interested in the applications of mathematics to develop that interest.
   - **Mathematics Option:** completion of 9 additional hours of advanced mathematics courses, chosen under advisement.
   - **Actuarial Science Option:** completion of 9 additional hours of advanced mathematics courses including at least two courses selected from MATH 137 & 138, 147 or 188. Taking all three is highly recommended. Students are also strongly recommended to include MATH 103 and 172 in their program.
   - **Applied Mathematics Option:** completion of 9 additional hours of advanced mathematics, including within the program at least four courses selected from MATH 137 & 138, 141 & 142, 147, 163, 165, or 166. Demonstrated ability in computer applications, a requirement which may be met by MATH 147, CSC 16, or an appropriate project within another mathematics class.
   - **Chemistry Option****: completion of CHEM 3A & 4A, 3B & 4B, 141 & 142.
   - **Computer Science Option:** completion of CSC 15, 16, and three courses selected from CSC 110, 111, 112, 120.

* See University Degree Requirements, page 74.
** Completion of this option automatically fulfills the natural science requirements (in 4 above).
Engineering Option**: completion of PHYS 11A & 12A, 11B, 12B, and at least 9 hours of ENGG with MATH 131 as a prerequisite or corequisite.

Physics Option**: completion of PHYS 11A & 12A, 11B, 12B, plus 2 courses selected from PHYS 104, 118, 140. All mathematics courses and all advanced courses in other areas presented toward the fulfillment of the B.S. in Mathematics must be completed with a minimum grade of C-.

B.S. Specialization in Computer Science and Mathematics: candidates for graduation with this dual major must fulfill the following requirements:
1. The successful completion of at least 13+ semester hours and a cumulative grade point average of at least 2.0 in work completed at Hofstra.
2. At least 40 semester hours must be completed in the liberal arts excluding courses in computer science or mathematics.
3. There are three requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in computer science, 15 semester hours in mathematics, and the last 30 hours. The computer science and mathematics hours need not be included within the last 30 hours.
4. The following general requirements: ENGL 1 & 2; (If the ENGL 1 & 2 requirements is fulfilled by passing the placement examination, 3 semester hours in literature or literature in translation must be taken with advisor's approval. See University Degree Requirements, page 74.)
5. 6 s.h. Humanities distribution (3 hours in appreciation and analysis (literature), 3 hours in creative participation).
6. 6 s.h. Social Science distribution (3 hours in History and Philosophy, 3 hours in Behavioral Social Sciences).
7. 3 s.h. Cross-Cultural distribution.
8. 3 s.h. Humanities and/or Social Science (not limited to distribution).
10. (MC) CSC 14, 15, 16, 24, 110, 110A, 112, 120, 123, 132, 161, 163, 190 and 9 semester hours in computer science electives numbered higher than 100.
11. MATH 19, 20, 29, 114, 135A, 145, 171, 146 or 172. Additionally, 3 semester hours in intermediate or advanced mathematics numbered 100 or above, and 6 semester hours in advanced mathematics numbered 110 or above, chosen under advisement of the department of mathematics.
12. CSC 185 or MATH 137
13. CSC 102 or MATH 147
14. Natural Science requirements: 12 semester hours in natural sciences to include either PHYS 11A & 12A (with 11B, 12B laboratories) or CHEM 3A-4A (with 3B-4B laboratories). All natural science electives must be acceptable towards majors in their respective departments.
15. A grade of C- or better in all courses required for the major.

Teaching of High School Mathematics, see page 300.

A Minor in Mathematics consists of the successful completion of 18 semester hours including MATH 19, 20 and 29; 3 credits of intermediate or advanced mathematics courses numbered 100 or above; 3 credits of advanced mathematics courses numbered 110 or above. At least six hours must be in residence.

Courses (Math)

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.

Note: without the consent of the department, a student may not take a prerequisite of a completed course. Credit will not be granted for any two courses which are wholly or partly equivalent to each other.

Introductory Undergraduate Courses

3A. Discovering Mathematics 2 s.h.
3B. Discovering Mathematics 1 s.h.

Periodically

These courses, which must be taken concurrently, are open to all students. Designed to overcome mathematical anxiety and to develop mathematical skills. Topics include the nature of mathematical systems, logic and reasoning through an analysis of verbal problems, transfinite arithmetic, ordinary arithmetic, statistics, topology, and number theory. Does not fulfill the mathematics distribution requirements. Pass/D+/D/Fail grade only. No degree credit for either 3A or 3B.

4A. Intermediate Algebra 2 s.h.
4B. Intermediate Algebra 1 s.h.

Fall, Spring

These courses, which must be taken concurrently, cover arithmetic properties of real numbers; algebra of fractions and polynomials; exponents, roots and radicals; solution of first and second degree equations and applications, functions and their graphs. No degree credit for 4A.

8. Elementary Mathematical Statistics 3 s.h.

Fall, Spring

Frequency distributions, averages, graphical representations, moments, measures of dispersion, types of distribution, curve fitting and correlation theory. Prerequisite: intermediate algebra with ability to use logarithms and exponents. Credit given for this course or BIO 100 or QM 1 or PSY 140 or SOC 180 or New College S 91 or QTB 2.

9. (MC) Linear Mathematics and Matrices 3 s.h.

Fall, Spring

Matrix Algebra, systems of linear equations, linear programming, Markov processes, and game theory. Applications to business and the biological and social sciences are included. Prerequisite: At least two years of high school mathematics and Math Proficiency/Placement scores as interpreted by advisement. (Formerly Linear Mathematics and Precalculus.)

10. (MC) Basic Calculus 3 s.h.

Periodically

Functions, analytic geometry of the plane, limits, differentiation and integration. Applications to business and the biological and social sciences are included. May not be taken after MATH 19. For those interested in continuing with calculus, see MATH 19B. Prerequisite: High school sequential mathematics III or high school precalculus or equivalent. MATH 11 strongly recommended.

10E. (MC) Basic Calculus with Applications 4 s.h.

Fall, Spring

Limits, differentiation, integration and applications to business and the biological and social sciences. No credit for mathematics or physics majors. May not be taken after MATH 19. For those interested in continuing with calculus, see MATH 19B. Prerequisite: High school sequential mathematics III or high school precalculus or equivalent. MATH 11 strongly recommended.

12. (MC) Mathematical Excursions 3 s.h.

Fall, Spring

A serious study of a limited number of topics designed to give the student a more than superficial, though elementary, appreciation of mathematics from the working mathematician's point of view. Some typical topics: algebraic systems, finite geometries, number theory, infinity, games and puzzles. Prerequisite: At least two years of high school mathematics and Math Proficiency/Placement scores as interpreted by advisement. Credit given for this course or MATH 16, not both.
13C. (MC) Elementary Mathematical Models
Through Computers 3 s.h.
See course description, page 332.

15. (MC) Elementary Set Theory, Logic and Probability
Sets, logic, probability. Prerequisite: At least two years of high school mathematics and Math Proficiency/Placement scores as interpreted by advisement.

16. (MC) Explorations in Mathematics
Periodically
Designed for students majoring in areas other than mathematics or science. This course uses a problem-solving approach for exploring the development of the real number system (including the properties of a field), number theory (including modular arithmetic), and geometry. Optional topics include probability and statistics. Prerequisite: At least two years of high school mathematics and Math Proficiency/Placement scores as interpreted by advisement. Credit given for this course or MATH 12, not both. (Formerly Number Systems and Algebraic Structure.)

Precalculus and Calculus Course Sequences
Placement of students in precalculus and calculus courses is determined by the Department of Mathematics. Some students may be required to take 11 (Precalculus) before continuing with 19 (Analytic Geometry and Calculus I). The sequence 19, 20, 29 represents an integrated approach to the differential and integral calculus of functions of one and several variables, including applications and some theory.

11. (MC) Precalculus
Fall, Spring
A function-based approach to the study of algebra and trigonometry, with particular focus on the polynomial, rational, trigonometric and exponential/logarithmic functions. The concepts studied in this course are fundamental to the study of Calculus and most of the mathematical applications to the sciences. May not be taken after MATH 19 without prior permission of the department chairperson. Prerequisites: High School Sequential Mathematics II or equivalent.

19. (MC) Analytic Geometry and Calculus I
Fall, Spring
Limits, derivatives, techniques of differentiation, trigonometric, exponential, logarithmic, and inverse trigonometric functions, curve sketching, applications of the derivative, introduction to integration. Meets five hours each week. Prerequisite: MATH 11 with a grade of C- or better or departmental placement. Credit given for MATH 19 or New College NMB 1 or QTB 3. Students wishing credit for both MATH 10 or 10E and MATH 19 must receive prior permission from the department chairperson. See MATH 10E. (Formerly 19 & 20, Analytic Geometry and Calculus I and II.)

19B. Bridge to Calculus II
See course description, page 332.

19C. Computing Supplement to Calculus
Periodically
Numerical aspects of introductory calculus are studied with the aid of computers. Topics may include a brief introduction to computers and programming, numerical differentiation and integration, locating zeros of functions, graphing functions, approximating functions and symbolic calculations by computers. No computing experience is necessary. Prerequisite: MATH 10E or 19.

20. (MC) Analytic Geometry and Calculus II
Fall, Spring
Integrals, applications of the integral, techniques of integration, improper integrals, infinite sequences and series, parametric equations, polar coordinates. Meets five hours each week. Prerequisite: MATH 19 with a grade of C- or better, or both MATH 10E and 19B, each with a grade of C- or better. (Formerly 19 & 20, Analytic Geometry and Calculus I and II.)

29. (MC) Analytic Geometry and Calculus III
Fall, Spring
Three-dimensional analytic geometry, elementary vector analysis, partial derivatives, multiple integrals, vector fields, parametric curves and surfaces, line integrals, Green’s Theorem, introduction to surface integrals and theorems of Stokes and Gauss. Meets five hours each week. Prerequisite: MATH 20 with a grade of C- or better.

Intermediate Undergraduate Courses

101. Logic in Mathematics
Periodically
Basic logical processes in mathematical practice; informal analysis of mathematical language and its abuses; nature of proof, proof procedures and problem-solving. Prerequisite: MATH 20.

103. Applications of Calculus and Probability to Actuarial Problems
Periodically
Preparation for course 1 of the examinations given by the Society of Actuaries. Prerequisite or corequisite: MATH 29 and MATH 137. (Formerly Applications of Calculus to Actuarial Problems.)

107. Mathematical Problem Solving
Periodically
Techniques and principles for solving mathematical problems. May be taken more than once for credit. Prerequisite or corequisite: MATH 29 or 114.

Advanced Undergraduate Courses

114. Introduction to Higher Mathematics
See course description, page 332.

117. Statistics for Economics I
See course description, page 332.

118. Statistics for Economics II
See course description, page 332.

119. Mathematics of Computer Graphics
Periodically
Mathematical techniques for computer graphics studied in terms of the underlying mathematical principles. Includes two and three-dimensional geometry, projections, perspective, curvilinear projections, fractals, irregular surfaces. Prerequisites: MATH 29 and CSC 15 or permission.

121. An Introduction to Dynamical Systems
See course description, page 332.

131. Elementary Differential Equations
Fall, Spring
Methods for the solution of elementary types of ordinary differential equations with geometrical, physical and chemical applications. Prerequisite: MATH 20.

133. Geometry
Fall
Foundations of Euclidean and non-Euclidean geometry. Axioms and models. Topics include triangles and circles, geometric transformations, projective and hyperbolic geometries.
Use of geometry software. Prerequisite: MATH 114. (Formerly
Euclidean Geometry.)

134. Topics in Geometry 3 s.h.
Periodically
An in-depth study of one or more topics from Euclidean, non-
Euclidean or differential geometry. Prerequisite: MATH 114.
Note: this course can be taken without MATH 133. (Formerly
Non-Euclidean Geometry.)

135A. Linear Algebra 4 s.h.
Fall, Spring
Systems of linear equations, matrices, vector spaces, linear
transformations, scalar products. Topics selected from determi-
nants, game theory, graph theory, linear programming, Markov
chains. Applications to one or more of curve fitting, economics,
genetics, population distribution, production and assignment
problems. Prerequisite: MATH 20.

136. Theory of Numbers 3 s.h.
Every other year
Properties of integers, congruences, diophantine equations,
algebraic number fields. Prerequisite: MATH 114.

137 & 138. Mathematical Probability and Statistics 3 s.h. each
137: Fall; 138: Spring
Discrete and continuous probability distributions, characteris-
tics of distributions, sampling theory, estimation, hypothesis
testing, correlation, regression and other topics. Students will
not be given credit for both MATH 117 and MATH 138 or 118
and 138 without prior written permission from the department
chairperson. Prerequisite for MATH 137: MATH 20.
Prerequisites for MATH 138: MATH 29 and MATH 137.

141 & 142. Graph Theory and Combinatorics 3 s.h.
Periodically
Combinatorics, graph theory, generating functions, recurrence
relations, Ramsey theory, and applications. Prerequisite: MATH
114. (Formerly Applied Finite Mathematics.)

143. Engineering Mathematics I 3 s.h.
Fall, Spring
Systems of linear equations, row operations, Gauss Jordan
reduction, matrix algebra, inversion, determinants, eigenvalues
and eigenvectors, solutions of linear ODEs, algebra of the com-
plex plane, polar representation and DeMoivre's theorem, the
complex exponential and logarithmic functions, Fourier Series,
the solution of the heat and wave equations by Fourier Series,
Bessel functions and applications. Prerequisite: MATH 29 or
higher. (Formerly MATH 143 & 144.)

144. Engineering Mathematics II 3 s.h.
Fall, Spring
Analytic functions, Cauchy-Reimann equations, Cauchy's inte-
gral formula, Laurent series, theory of residue, conformal mapp-
ings, linear fractional transformations, applications to fluid
flow and electric field theory, Fourier integrals, applications to
the heat equation. Prerequisite: MATH 143. (Formerly MATH
143 & 144.)

145 & 146. Higher Algebra 3 s.h. each
145: Fall; 146: Spring
Abstract algebraic structures including groups, rings and fields
and their application to the study of number systems, polyno-
mial rings and solvability of equations. Prerequisites: MATH
114 and 135A.

147. Numerical Methods 3 s.h.
Fall, Spring
Iterative computational methods for solving numerical equa-
tions and systems using computer programs and spreadsheets.

Roots of algebraic equation systems. Matrices; solutions of lin-
ear algebraic equations by matrix methods, iteration, and relax-
ation. Taylor's series, finite differences, numerical integration,
interpolation, and extrapolation. Solution of initial and bound-
ary value ordinary differential equations. Same as ENGG 102
and CSC 101. Prerequisites: MATH 20 and CSC 15, or ENGG
10 or equivalent programming experience.

151 & 152. Special Problems in
Higher Mathematics 1-3 s.h. each
151: Fall; 152: Spring
Independent and advanced nature in a field of mathematics.
Topics vary from year to year. Prerequisite: permission of
department chairperson.

155. History of Mathematics 3 s.h.
Every other year
Development of mathematical ideas and symbolism.
Prerequisite: MATH 114.

163. Intermediate Ordinary and Partial
Differential Equations 3 s.h.
Every other year
Simple existence and uniqueness theorems, linear equations,
power series and numerical solutions, eigenvalue problems,
classical equations. Boundary value problems in partial differ-
tial equations, generalized Fourier series, transform methods.
Green's functions, initial value problems. Prerequisite: MATH
131.

165, 166. Mathematical Modelling 3 s.h. each
Periodically
An introductory course including the following topics. 165:
Differential and difference equations as models, population
models. 166: Random-walk and diffusion models, analytic ver-
sus simulation models, introduction to hypothesis testing,
selected topics from the literature. Prerequisites: MATH 135A.

167. Elementary Topology 3 s.h.
Every other year
Basic properties of sets and mappings in euclidean space such
as continuity, compactness, connectedness. Metric spaces.
Topological spaces and metrizability. The fundamental group
functor. Prerequisites: MATH 29 and 114.

171 & 172. Advanced Calculus 3 s.h. each
171: Fall; 172: Spring
Topics more advanced than those of the beginning calculus
sequences. Stress is placed on limits, continuity, uniform con-
tinuity, uniform convergence, implicit function theory, line inte-
grals, series, partial differential, multiple integrals and Fourier
series. Prerequisites: MATH 29 and 114.

173. Theory of Functions of a Complex Variable 3 s.h.
Every other year
Complex numbers and the geometry of the complex plane: ana-
lytic, harmonic and other functions; power series, analytic con-
tinuation; mappings and applications. Prerequisite or corequi-
sites: MATH 29 and 114. 

188. Operations Research Optimization Techniques 3 s.h.
Periodically
Same as ENGG 188. Prerequisite: ENGG 185 or MATH 137.
Recommend taking CSC 187 prior to taking this course.

190. Departmental Honors 3 s.h.
See course description, page 332.

191. Introduction to Set Theory 3 s.h.
Periodically
Naive and axiomatic set theory as a foundation for mathemat-
Metropolitan and Central Asian Studies (MECA)

Administered by the Department of Anthropology. Professor Varisco, Chairperson

MINOR IN MIDDLE EASTERN AND CENTRAL ASIAN STUDIES, an interdisciplinary program dealing with the peoples and cultures of the Middle East and Central Asia, consists of the successful completion of 18 semester hours of courses, with 6 semester hours in residence, distributed as follows:

a) MECA 1, 3 s.h.

b) 15 semester hours chosen from among the courses listed below, at least 6 s.h. of which must be in a relevant Middle Eastern language (e.g. Arabic). No more than 6 semester hours in any Middle Eastern language can be counted towards the minor. Students who are minoring or majoring in Jewish Studies must take a Middle Eastern language other than Hebrew in fulfilling the language requirement towards this minor.

ANTH 106. Peoples & Cultures of the Middle East and North Africa, 3 s.h.
114. Rise of Civilization, 3 s.h.
ARAB 1, 2. Elementary Arabic, 3 s.h. each
3. Intermediate Arabic, 3 s.h.
4. Intermediate Arabic, 3 s.h.
101-106. Advanced Arabic Language, 3 s.h. each
AH 118. Pre-Islamic & Islamic Art, 3 s.h.
ECO 116. Economies of the Middle East, 3 s.h.
117. Women & Development in the Middle East, 3 s.h.
HEBR 1. Elementary Hebrew, 3 s.h.
2. Elementary Hebrew, 3 s.h.
3. Intermediate Hebrew, 3 s.h.
4. Intermediate Hebrew, 3 s.h.
HIST 73. The Modern Middle East, 3 s.h.
170. The Middle East & the West, 3 s.h.
JWST 135. Judaism & Islam: Jews & Arabs, 3 s.h.
LIT 24. Israeli Literature, 3 s.h.
90. Modern Arabic Literature, 3 s.h.
PSC 108. Politics of the Middle East, 3 s.h.
RELI 50. Islam, 3 s.h.

Special topics courses in a number of participating departments may also count towards the minor and in these cases consultation with an adviser in the program and the instructor is required.

COURSES (MECA)

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. (CC) Introduction to Middle East and Central Asia 3 s.h.

Military Science (MS)

Professor LTC Nickolas, Chairperson
Assistant Professor Major Hadad

The Hofstra Army Reserve Officer’s Training Corps (ROTC) program qualifies students for appointment as an officer of the United States Army, Army Reserve or Army National Guard. Students attend military science classes during their regular course of study. Students develop maturity, responsibility and dependability which results in a commission as Army Second Lieutenant when all academic requirements of the University are completed.

Army ROTC offers two different programs to all qualified college and university students. The traditional four-year program gives students the opportunity to take ROTC courses in each of their four years of college. The two-year program is available to students who did not take ROTC during their first two years of college.

The four-year program consists of the Basic Course (MS 1C, 1E, 2C, 2E and associated leadership laboratories) and the Advanced Course (MS 3C, 3E, 4C, 4E and associated leadership laboratories). The Basic Course is open to all Hofstra students. It consists of training in leadership, management, military skills and physical fitness. Students learn to apply these skills both inside and outside the classroom. In addition, a variety of outside social and professional enrichment activities are available. ROTC textbooks, uniforms, and other essential materials for the Basic Course are furnished to the students. There is no military obligation for enrolling in the Basic ROTC Course.

After they have completed the Basic Course, students who have demonstrated the leadership potential to become an officer and who have met the physical and scholastic standards are eligible to enroll in the Advanced Course. These students will be required to meet Army commissioning and ascension standards and will sign a contract with the United States Army. These students will be classified as enrolled cadets within ROTC.

All other students wishing to take the Advanced Course can enroll and receive credit without an obligation to the Military. These students, however, cannot be eligible for an Army scholarship and will be considered as participating in Army ROTC but not in contractual status. The Advanced Course is usually taken during the final two years of college. Students must maintain full-time status and usually have four semesters remaining. It includes instruction in management, tactics, ethics and further leadership development. Textbooks and uniforms in the Advanced Course are also furnished to students.

Students are not required to be involved in ROTC for a full four years for an Army Officer Commission. Academic juniors and first year graduate students (in a two-year program) may enter the Advanced Course.

During the summer between their junior and senior years of college, Advanced Course cadets attend a paid five-week leadership/training session called the Leadership Development and Assessment Course. The Leadership Development and Assessment Course (LDAC) gives cadets the chance to practice what they have learned in the classroom, and introduces them to Army life “in the field.”

Additionally, a special leadership/training session, the Leadership Training Course, is designed for students who did not take ROTC during their first two years of school or students entering a two-year post-graduate course of study. To enter this
two-year program, students must first attend the paid five-week Leadership Training Course, normally held during the summer between their sophomore and junior years of college. After they have successfully completed Leadership Training Course, students who meet all the necessary enrollment requirements are enrolled in the Basic Course. Active Army veterans, members of the National Guard, and the Reserves may qualify for credit for the Basic Course and be enrolled directly into the Advanced Course pending their individual academic standing.

NOTE: all Military Science courses include the appropriate number of class hours, plus a required leadership laboratory and additional sessions of physical training each week. A field leadership exercise of approximately two days provides practical experience in small organization leadership. All students are expected to attend the leadership laboratory, physical training and the field leadership exercise.

ARMY ROTC SCHOLARSHIP PROGRAM
The Army Reserve Officers' Training Corp (ROTC) Scholarships offer significant assistance toward meeting costs of school. Scholarships are awarded for four, three and two years, strictly on merit to the most outstanding students who apply as follows:

— Tuition and mandatory educational fees up to $17,000.
— A flat rate for textbooks, classroom supplies and equipment (approximately $300 per semester).
— A monthly allowance during the 10-month school year each year the scholarship is in effect; currently $250-$400 per month.

For further information write or call the Hofstra University Military Science Department, 265 Physical Fitness Center, Hempstead, New York 11549-1300, (516) 463-5648 or FAX (516) 463-4937.

CREDIT TOWARD A LIBERAL ARTS DEGREE
MS 1C, 1E, 2C, 2E, courses and laboratories, totalling two semester hours credit, are designated nonliberal arts courses. MS 3C, 3E, 4C, 4E, courses and laboratories, along with the Leadership Development and Assessment Course at Fort Lewis, Washington, totalling 12 semester hours credit, are designated liberal arts courses.

ARMY COMMISSIONING REQUIREMENTS
In order to be commissioned as a Second Lieutenant, students must satisfactorily complete the Basic Course, Advanced Course and the Leadership Development and Assessment Course or their equivalents. Students must also receive their college degree and ensure they have taken approved courses in written composition, human behavior, military history, computer fundamentals and mathematical reasoning. Cadets must be recommended for a commission by the Military Science department chairperson.

COURSES (MS)
BASIC COURSE

1C. Foundations of Officership 1/2 s.h.
Fall
The purpose of this course is to introduce the student to issues and competencies that are central to a commissioned officer's responsibilities. These initial lessons establish a framework for understanding officership, leadership, and Army values. Additionally, the semester addresses “life skills” including fitness and time management. The course is designed to give the student accurate insight into the Army Profession and the officer's role within the Army. Student may also participate in many activities that build skills in rappelling, orienteering, first aid, marksmanship, and physical fitness. Students have the opportunity to challenge their skill and confidence at the Leadership Weekend. The course meets once per week. The Leadership Laboratory (MS 1D) provides hands on experience to supplement classroom instruction. No liberal arts credit. (Formerly Introduction to the United States Army)

1D. Leadership Laboratory No credit
Exercises to accompany MS 1C. Must be taken concurrently with course. No credit for lab.

1E. Basic Leadership 1/2 s.h.
Spring
This course continues to build upon the principles and skills introduced during the fall semester. Communication skills are developed and the Army writing style is introduced. Emphasis is placed on problem solving, goal setting, active listening and feedback. Army counseling methods and assertiveness skills. Life in the Army is also discussed. Skills in land navigation, small unit leadership, physical fitness, and other individual character building exercises continue. Students once again have the opportunity to challenge their skill and confidence at the Leadership Weekend. The course meets once per week. The Leadership Laboratory (MS 1F) provides hands on experience to supplement classroom instruction. No liberal arts credit. (Formerly Foundations of Leadership)

1F. Leadership Laboratory No credit
Exercises to accompany MS 1E. Must be taken concurrently with course. No credit for lab.

2C. Individual Leadership Studies 1/2 s.h.
Fall
This course is designed to develop the individual's knowledge and awareness of self, self-confidence, and individual leadership skills. Through experiential learning activities, cadets develop problem solving and critical thinking skills, and apply communication, feedback and conflict resolution skills.

Continuation of military skill development is designed to focus on oral and written communication skills. The fall Leadership Weekend is offered to all military science students as the opportunity to learn more about the Army, gain confidence in their leadership abilities and military skill. The course meets once per week. The Leadership Laboratory (MS 2D) continues with the second year students assuming leadership roles while challenging themselves learning practical individual and group skills. No liberal arts credit. (Formerly Principles of Leadership)

2D. Leadership Laboratory No credit
Exercises to accompany MS 2C. Must be taken concurrently with course. No credit for lab.

2E. Leadership and Teamwork 1/2 s.h.
Spring
This course is a continuation of the fall semester course. Individual Leadership Studies. Instruction focuses on self-development guided by knowledge of self and group processes. Experiential learning activities are designed to challenge the student's current beliefs, knowledge and skills. This course also provides equivalent preparation for the ROTC the Leadership Development and Assessment Course. Students again have the opportunity to challenge their skill and confidence at the Leadership Weekend. The course meets once per week. The Leadership Laboratory (MS 2F) provides hands on experience to supplement classroom instruction. No liberal arts credit.

(Formerly Requirements of the Junior Officer)

2F. Leadership Laboratory No credit
Exercises to accompany MS 2E. Must be taken concurrently with course. No credit for lab.
Leadership Training Course
The Leadership Training Course is used to give students who were not enrolled in the Basic Course (MS 1C, 1E, 2C, 2E courses and laboratories) an opportunity to receive placement credit to enter the Advanced Course. This is a voluntary five-week session conducted at Fort Knox, Kentucky. The Leadership Training Course gives the student an in-depth look at the United States Army and an opportunity to demonstrate their leadership potential. Students receive instruction in a wide variety of basic military skills and leadership techniques.

Advanced Course Phase

3C. Leadership and Problem Solving 3 s.h. Fall
This course is designed to enable a student with no prior military or cadet experience to quickly learn essential cadet knowledge and skills necessary for integration into the cadet battalion and successful performance of key cadet tasks. First, the student will be introduced to principles of physical fitness and healthy lifestyle to enable them to effectively work to improve or maintain your physical fitness from the very beginning of the term. Next, is an introduction to the Leader Development Program that will be used to evaluate leadership performance and provide developmental feedback for the remaining military science courses. To help prepare students for their responsibilities in teaching and participating in Military Science and Leadership Labs, instruction will focus on how to plan and conduct individual and small unit training, as well as basic tactical principles. Following these important introductory modules, the course turns to a four-week study of reasoning skills and the military-specific application of these skills in the form of the Army’s troop leading procedure. The term concludes its final four weeks with a detailed examination of officership, which culminates in a five-hour officership case study. This treatment of officership is especially appropriate in this term because this is the first course that all cadets, regardless of your route of entry into ROTC, must take. Students must participate in leadership positions through all Leadership Labs and during the fall Leadership Weekend exercise. The course meets twice per week. Prerequisites: Basic Course completion and permission of the Chairperson. (Formerly Advanced Camp Preparation I)

3D. Leadership Laboratory No credit
Exercises to accompany MS 3C. Must be taken concurrently with course. No credit for lab.

3E. Leadership and Ethics 3 s.h. Spring
Course examines the problems associated with situational ethics and control of small organizations. Continues to build on the skills of the fall semester class in developing leadership and military skills necessary to succeed at the Leadership Development and Assessment Course. Throughout this semester the students are required to draft and develop correspondence, conduct formal military oral presentations, and prepared management programs which they develop, conduct, and evaluate. Leadership laboratory continues this semester with emphasis on leading small group of personnel through a wide variety of challenging situations, using general leadership abilities and specific military skills. Classes are twice a week (one hour per session) plus cadets must participate in leadership positions throughout all Leadership Labs and during the spring Leadership Weekend FTX. Prerequisites: Basic Course completion and MS 3C. (Formerly MS 3B, 3E, Advanced Camp Preparation II)

3F. Leadership Laboratory No credit
Exercises to accompany MS 3E. Must be taken concurrently with course. No credit for lab.

Leadership Development and Assessment Course
LDAC gives the student an understanding of the practical aspects of Army life and supplements the theoretical work given during the school year. This is a five-week, fully paid session conducted at Fort Lewis, Washington. Successful completion of the the Leadership Development and Assessment Course is a commissioning prerequisite. Subjects covered include practical exercises in the following:
- leadership
- weapons qualification
- land navigation
- infantry tactics and techniques
- drill, parades and ceremonies
- physical training

Training is intensive in character, and methods are the same as followed in training units under field conditions. Emphasis on the development of leadership and individual confidence as will be required of a commissioned officer regardless of branch.

4C. Leadership and Management 3 s.h. Fall
This course begins with a series of lessons designed to enable the student to make informed career decisions to prepare them in their transformation from cadet to commissioned officer. Lessons concentrate on Army operations and training management, communications and leadership skills and support the beginning of the final transition from cadet to lieutenant. The course enables the student, early in the year; to attain knowledge and proficiency in several critical areas needed to operate effectively as an Army officer. These areas include: the Army’s training management system, coordinating activities with staffs, and counseling skills. The introduction of these subjects early in the semester has the added benefit of preparing the student to lead the cadet battalion throughout the remainder of the year. While the proficiency attained in each of these areas will initially be at the apprentice level, the student will continue to sharpen these skills as they perform roles as a cadet officer in the ROTC battalion and as a new lieutenant after commissioning. At the end of this semester students will possess the fundamental skills, attributes, and abilities to operate as competent leaders in the cadet battalion and confidently shoulder the responsibilities entrusted to them. Students must participate in leadership positions throughout all Leadership Labs and during the Leadership Weekend exercise. The course meets twice per week. Prerequisites: Completion of the Basic Course and the MS III year. (Formerly Organizational Command)

4D. Leadership Laboratory No credit
Exercises to accompany MS 4C. Must be taken concurrently with course. No credit for lab.

4E. Officership 3 s.h. Spring
This course continues to prepare the Cadet for commissioning as an Army Second Lieutenant. This course focuses on the practice of command and staff through planning, organization, and execution of training and social events at the organizational level. Ethical standards are discussed as the guide for effective leadership. Fundamentals of supply, training and personnel management continue to be learned and practiced during the planning and conduct of Leadership Laboratories. Military Style writing and presentation requirements continue. Mentoring by Army Officers and NCOs on the application of Army values in Leadership experiences continues. Classes are held twice a week. Cadets must also participate in leadership positions throughout all Leadership Labs and during the leadership Field Training exercise. Prerequisites: Basic Course completion, MS III year and MS 4C. (Formerly Organizational Effectiveness)
Minors

See pages 79, 104, 109; also individual departments.

Modern Greek (MGRK)

Administered by the Department of Comparative Literature and Languages. Professor Donahue, Chairperson

Major and minor requirements in Greek, see page 158.

Greek Literature in Translation courses, see page 244.

1 & 2. Modern Greek 3 s.h. each
See course description, page 333.

5. Advanced Modern Greek-Level 5 3 s.h.
See course description, page 333.

101-106. Advanced Modern Greek 3 s.h. each
See course description, page 333.

Music (MUS)

Associate Professor Cinnamon, Chairperson

Professors Boonshaft, Hettrick, Lalama; Assistant Professors Anson-Cartwright, Carter, Fryling, Robinson; Instructor Myers.

Acceptance by the Music Department requires an audition in the candidate's principal area of performance, and completion of placement tests in music theory and ear training prior to enrollment.

B.A. Specialization in Music: 40 to 44 semester hours of music courses as follows: MUS 48, 61 & 62 or 61A & 62A, 663 & 64, 69 or 69A, 70A, 71 & 72, 143, 144.

3 semester hours, as advised, from the following: MUS 21, 22, 23, 24, 25 or in a 100-level Music course, under advisement.

3 semester hours, as advised, from MUS 20 or in a 100-level music course.

4 semester hours of Private Instruction (P); MUS 35 & 35A, if required.

The humanities requirement may not be fulfilled by additional music courses.

See complete B.A. requirements, page 82.

B.S. Specialization in Music: All students wishing to pursue a B.S. in Music will be required to audition in their applied performance area. Students who do not perform at a level requisite for success in that degree program will be directed to work toward the bachelor of arts degree in Music. Students may re-audition at any time for admittance to the B.S. program. Candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 128 semester hours and a cumulative grade point average of 2.0 in work completed at Hofstra.

2. At least 65 hours must be completed in liberal arts courses with no fewer than 40 outside the Department of Music.

3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.

4. The following general requirements:

   ENGL 1 & 2* 6
   Humanities electives (excluding music) 6
   3 semester hours must be in a distribution appreciation and analysis course. (For listing of distribution courses, see pages 85-88.)
   Social science electives 6
   all music majors must take 3 semester hours in behavioral sciences and 3 semester hours in history and philosophy distribution courses, except that 1) music education majors take PST 1 plus 3 semester hours in a history and philosophy distribution course and 2) music merchandising majors must take ECO 1, 2 as their social science requirement.
   Natural science distribution course 3
   Mathematics/computer science distribution course 3
   Foreign language (fulfillment of B.A. language requirement, see page 82.)

5. The fulfillment of the following major requirements: 62-78 hours of music courses as follows: MUS 48, 61 & 62 or 61A & 62A, 63 & 64, 69 or 69A, 70A, 71 & 72, 143, 144, 145 and 154.

3 semester hours, as advised, from the following: MUS 21, 22, 23, 24 or 25.

3 semester hours, as advised, from MUS 20.

4 semester hours of Private Instruction (P); MUS 35 and 35A, if required.

The completion of the courses in one of the following concentrations:

A. Performance
14 hours of music performance (advanced private instruction) with senior recital; at least 6, but not more than 12, hours of music elective courses, as advised. Piano performance students must take MUS 142 and 171.

B. Theory/Composition MUS 107A, 108, 157, 165 or 166, 169; six hours of advanced private instruction; six hours of advanced theory courses as advised; 6-8 hours of music elective courses.

C. History/Literature 18 additional hours in music history/literature courses as advised; independent study in music bibliography; MUS 193.

D. Music Merchandising 2 semesters of basic skills (MUS 31-38A), under advisement. (MUS 30 to be taken once with basic skills, no credit given.) MUS 154, 190, 191; 145 may be substituted for by 3 hours of music electives, under advisement. Business courses: ACCT 101, QM 1, MKT 101, 124, 131 or 141, MGT 101, FIN 101. The social science requirement is ECO 1, 2.


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, see page 301. Assistant Professor Robinson, Adviser

* See University Degree requirements, page 74.
A MINOR IN MUSIC consists of the successful completion of 18 semester hours in music, with at least six hours in residence, under advisement by the chairperson of the Music Department. Students may select any music course except MUS 1, 3, 100, 153, 154, 165, 166, 169, 172.

NOTES

1. Students who intend to enroll in MUS 61 or 61A and/or 69 or 69A or 70A must take a departmental entrance examination in rudiments, elements of theory and aural perception before registering. A remedial course may be recommended.

2. Students are assigned to MUS 61A in place of 61 and/or MUS 69A in place of 69 by departmental advisement based on the entrance examination in aural perception. Credit will not be granted for both 61 and 61A, 62 and 62A or MUS 69 and 69A.

3. Students without previous keyboard experience should enroll in MUS 33 and 35A during the freshman year.

4. Ensemble (MUS 20), University Band (MUS 21), University Symphony Orchestra (MUS 22), University Mixed Chorus (MUS 23) and University Wind Ensemble (MUS 24) are organized for participation by the general student body, for credit or as cocurricular activities, as well as by music majors. Open to all qualified students by audition; students desiring credit must register in advance. (Credit of 1/2 s.h. per semester is on a Pass/D+/D/Fail basis only.) No more than 6 semester hours may be applied to any degree.

5. All music majors must take Ensemble (MUS 20), under faculty advisement, for six semesters for a total of 3 s.h. All music majors must also participate every semester, under advisement, in their principal performing area, University Band (MUS 21), University Symphony Orchestra (MUS 22), University Mixed Chorus (MUS 23), University Chorale (MUS 25), or University Wind Ensemble (MUS 24) with six semesters taken for credit for a total of 3 s.h. Candidates for the B.S. in Education (Music Education) degree who are band or orchestra instrumentalists are also required to participate for four semesters (either with or without credit) in one or more of the following choral organizations: University Mixed Chorus (MUS 23), Hofstra Chorale (MUS 25), Chamber Singers, or the Collegium Musicum chorus.

6. All music majors must consult with the Music Department regarding Private Instruction (P) and must enroll in the course of their major performance area during the freshman and sophomore years. A special fee (see page 32) in addition to the semester-hour tuition will be charged for P and is nonrefundable.

7. No more than 6 semester hours in P may be applied to the B.A. or B.S. in Education degree.


NONMAJOR—the following courses are suited for the non-major:


Performance: MUS 20, 21, 22, 23, 24, 25 (see Note 4).

Basic Skills: MUS 31 through 38A, 173, 174 (these courses are designed for students without background or experience in the specific performance area; see Note 8).

Pi KAPPA LAMBDA: a national music honor society, see page 78.

COURSES (MUS)

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. (CP) Introduction to Music (for nonmajors) 3 s.h.
   Fall, Spring
   The elements of music. Emphasis on basic theory, chord structure, melody line, form and stylistic devices. Attendance at concerts and recitals may be required.

3. (AA) Music Appreciation (for nonmajors) 3 s.h.
   Fall, Spring
   A fundamental approach to the development of music listening skills through a study of representative Western musical masterpieces and of the principal genres, forms and styles of world music. Independent listening and attendance at concerts required.

20. (CP) Ensemble 1/2 s.h.
   Fall, Spring
   Special projects in music designed to give qualified students an opportunity to study performance techniques and to increase knowledge in the chamber literature of their instrument. Includes Collegium Musicum, Opera Theatre, Jazz Ensemble and Chamber Singers. Prerequisite: audition and permission of department. Credit on Pass/D+/D/Fail basis only. See Note 4 and Musical Organizations, page 28.

21. (CP) University Band 1/2 s.h.
    Fall, Spring
    Band plays at concerts, commencements and special events. Through practice and performance of band literature, students broaden their musical experience and raise the level of proficiency. Prerequisite: audition and permission of department. Credit on Pass/D+/D/Fail basis only. See Notes 4, 5.

22. (CP) University Symphony Orchestra 1/2 s.h.
    Fall, Spring
    Orchestra plays a range of literature, both classic and contemporary, and performs at concerts, assemblies and special affairs. Open to students, faculty and staff of the University, and to members of the community. Prerequisite: audition and permission of department. Credit on Pass/D+/D/Fail basis only. See Notes 4, 5.

23. (CP) University Mixed Chorus 1/2 s.h.
    Fall, Spring
    Chorus sings at assemblies, concerts, commencements and similar campus activities. Designed to provide significant musical experience for all participants. Prerequisite: audition and permission of department. Credit on Pass/D+/D/Fail basis only. See Notes 4, 5.

24. (CP) University Wind Ensemble 1/2 s.h.
    Fall, Spring
    A traditional wind ensemble of 35-38 players representing the finest woodwind, brass, and percussion performers at the University. The Ensemble consists of one or two performers on a part, playing music from various periods designed to be performed by a wind ensemble. The Ensemble offers performances on and off campus. Audition required. Prerequisite: audition and permission of department. Credit on Pass/D+/D/Fail basis only.

25. (CP) University Chorale 1/2 s.h.
    Fall, Spring
    See course description, page 333.

For courses numbered 30 through 39A, see Note 8.
31. **String Class** 1 s.h.
Fall, Spring
No liberal arts credit. Prerequisite: status as Music Education major or permission of the instructor.

32. **Percussion Class** 1 s.h.
Fall, Spring
No liberal arts credit. Prerequisite: status as Music Education major or permission of the instructor.

33. **Woodwind Class** 1 s.h.
Fall, Spring
No liberal arts credit. Prerequisite: status as Music Education major or permission of the instructor.

34. **Brass Class** 1 s.h.
Fall, Spring
No liberal arts credit. Prerequisite: status as Music Education major or permission of the instructor.

35 & 35A. **Piano Class** 1 s.h. each
Fall, Spring
No liberal arts credit. Prerequisite: status as Music Education major or permission of the instructor.

35B. **Intermediate Piano Class** 1 s.h.
See course description, page 333.

35C. **Advanced Piano Class** 1 s.h.
See course description, page 333.

36 & 36A. **Voice Class** 1 s.h. each
Fall, Spring
No liberal arts credit. Prerequisite: status as Music Education major or permission of the instructor.

37A. **Recorder Class** 1 s.h.
Spring
No liberal arts credit. Prerequisite: ability to read music.

38A. **Guitar Class** 1 s.h.
Fall, Spring
No liberal arts credit. Prerequisite: ability to read music.

39A. **Singing for the Theater** 2 s.h.
Once a year
Development of the voice as a musical instrument for use in the theater. Open to music or drama students. Prerequisite: permission of instructor. No liberal arts credit.

48. (AA) **Musical Styles and Structures** 3 s.h.
Fall, Spring
A survey of the elements of music, the main formal structures and the principal musical genres found in the various style periods of Western music. Prerequisite: ability to read music.

61 & 62. **Elementary Eartraining** 2 s.h. each
Once a year
Melodic and harmonic dictation, sightsinging and rhythmic training. See Notes 1, 2. Corequisite for MUS 61: MUS 69 or 69A or permission of the department. Corequisite for MUS 62: MUS 70A or permission of the department.

61A & 62A. **Elementary Eartraining** 3 s.h. each
Once a year
Melodic and harmonic dictation, sightsinging and rhythmic training. See Notes 1, 2. Corequisite for MUS 61A: MUS 69 or 69A or permission of the department. Corequisite for MUS 62A: MUS 70A or permission of the department.

63 & 64. **Advanced Eartraining** 2 s.h. each
Once a year
Sightsinging, dictation, rhythm and aural harmony paralleling the work in Harmony. Students should register for 63 and 71 in the same semester and 64 and 72 in the following semester. Prerequisite: MUS 62 or 62A. Corequisite for MUS 63: MUS 71 or permission of the department. Corequisite for MUS 64: MUS 72 or permission of the department.

68. (AA) **Introduction to Jazz** 3 s.h.
Spring
A fundamental analysis of the jazz style with a strong emphasis on its recorded performance practice and basic theoretical foundations. Prerequisite: ability to read music.

69. **Music Fundamentals and Species Counterpoint** 2 s.h.
Fall
The first required course for all music majors that should be taken concurrently with 61 or 61A. It is organized in two parts: 1) an intensive and comprehensive survey of the fundamentals of music theory and notation; 2) training in the writing and analysis of two-part species counterpoint in the manner of Fux. Emphasis on the development of a general understanding of fundamental principles of music theory and notation, and on the principles of voice leading and melodic structure that are most useful in the study of tonal harmony. Enrollment limited to music majors or prospective music majors. May not be taken on a Pass/D+/D/Fail basis. See Notes 1, 2. Corequisite: MUS 61 or 61A or permission of the department.

69A. **Music and Species Counterpoint** 3 s.h.
See course description, page 333.

70A. **Introduction to Harmony and Analysis** 3 s.h.
Spring
Eighteenth- and 19th-century harmony from written and analytical perspectives, beginning with a review of rudiments and continuing through the study of fundamentals of diatonic harmony. Includes one hour per week of keyboard harmony that concentrates on drill at the keyboard designed to obtain a working performance familiarity with the materials presented in written and analytical phases of the course. Should be taken concurrently with 62 or 62A. See Note 1. Prerequisite: MUS 69 or 69A. Corequisite: MUS 62 or 62A or permission of the department.

71 & 72. **Harmony** 4 s.h. each
Once a year
Eighteenth- and 19th-century harmony through 7th chords, extended dominants, chromaticism and modulation. Students should register for 63 and 71 in the same semester and 64 and 72 in the following semester. Prerequisite: MUS 70A. Corequisite for MUS 71: MUS 63 or permission of the department. Corequisite for MUS 72: MUS 64 or permission of the department. Credit given for these courses or 71A & 72A and 73 & 74.

71A & 72A. **Harmony** 3 s.h. each
Once a year
Eighteenth- and 19th-century harmony through 7th chords, extended dominants, chromaticism and modulation. Students should register for 63 and 71A in the same semester and 64 and 72A in the following semester. Prerequisites: MUS 70A, 73 and 74, or approval of department chairperson. Credit given for these courses or 71 & 72.

73 & 74. **Keyboard Harmony** 2 s.h. each
Periodically
Training in basic musicianship through use of the keyboard, paralleling the work of Harmony and Advanced Eartraining. Prerequisite: MUS 35A. Credit given for these courses or 71 & 72.
100. Honors Essay 3 s.h.
Fall, Spring
The research for and the completion of a substantial essay in the field of music. Open only to senior music majors who are eligible for and desire to graduate with departmental honors and who secure, before registration, written permission of the instructor who will supervise the essay.

105A. Jazz Improvisation I 3 s.h.
Periodically
An introduction to the techniques of jazz improvising through a study of chords, scales and various jazz styles. Performance is required. Prerequisite: MUS 72 or permission of instructor.

105B. Jazz Improvisation II 3 s.h.
Spring
Advanced techniques in jazz improvisation through the study of scales, chords and various jazz styles including current practices. Performance is required. Prerequisite: MUS 105A or permission of instructor.

107A. Instrumental Conducting 3 s.h.
See course description, page 333.

108. Choral Conducting 2 s.h.
Spring
Prerequisite: MUS 72. Education students should enroll in 172 concurrently with 108. See Note 8. No liberal arts credit.

122. (AA) History of Jazz 3 s.h.
Once a year
Jazz and its social influences from the New Orleans period to the present; emphasis on the relation between jazz and other types of music.

123. Music for the Theater 3 s.h.
Periodically
Techniques and styles of music composed for the theater including Broadway musicals, American opera, ballet and other media.

127. (AA) Beethoven 3 s.h.
Periodically
Beethoven as man and musician.

128. (AA) Wagner 3 s.h.
Periodically
Wagner as man and musician; his background and influence on music in the late 19th and early 20th centuries.

129. (AA) Opera 3 s.h.
Every other year
An historical survey of opera with particular emphasis on works in the standard repertory. This course explores important concepts and practices relating to opera, and traces important stylistic trends and developments. Students will be expected to acquire basic listening skills. Attendance at a performance may be required.

130. (AA) Symphonic Literature 3 s.h.
Once a year
The chronological development of the symphony orchestra and its literature from the classical to contemporary period. Attendance at concerts is required. Recommend taking MUS 1 or 3 prior to this course.

134. (AA) American Music 3 s.h.
Every other year
America's contribution from the colonial period to the present: Negro spirituals, work songs, jazz and mountain ballad; music of Gershwin, Ives, Copland, Gould, Rodgers, etc.

135. (AA) Introduction to Electronic Music 3 s.h.
Spring
Impact of electrical and electronic technology on the aesthetic, cultural and creative aspects of serious music in the twentieth century from the Teleharmonium of 1897 to today's synthesizers, computers and digital recordings.

136. Folk Music 3 s.h.
Periodically
Folk music of many nations; its contribution to the life of the people and to other types of music.

140. History of Musical Instruments 3 s.h.
Periodically
Survey of the development of musical instruments as objects of visual beauty, as practical tools for the performance of music and as creators of musical styles.

142. Piano Literature 2 s.h.
Fall
Introduction to the major works in the piano repertoire from the Baroque period through classical, romantic and contemporary pieces. Prerequisite: MUS 72 or permission of instructor.

143, 144. History of Music 3 s.h. each
143: Fall; 144: Spring
An intensive chronological study of musical developments in Western civilization up to the 20th century. Prerequisite: MUS 48 or permission of instructor.

145. History of Music: The 20th-Century 3 s.h.
Once a year
Principal developments from impressionism and expressionism to totally organized music, electronic music, music of chance, multicultural influences and other techniques of the 20th century. Prerequisite: MUS 48 or permission of instructor. Credit given for this course or MUS 133, but not both. (Formerly MUS 133, 20th-Century Music.)

146. Early Music for Modern Musicians 3 s.h.
Periodically
A study of the mensural and tablature notation of music of the Middle Ages, Renaissance and early Baroque along with performance practices and modern editorial procedures. Prerequisite: MUS 48 or permission of instructor.

147. Choral Music and the Vocal Ensemble 3 s.h.
Periodically
Vocal music from Renaissance to present day, with emphasis on significant works for chorus and chamber ensembles. Prerequisite: MUS 48 or permission of instructor.

151, 152. Special Studies in Music 1-3 s.h. each
151: Fall; 152: Spring Designed to treat special subjects or projects in the areas of music theory, literature or performance. Permission of department chairperson required.

153. 18th-Century Counterpoint 3 s.h.
Fall
Contrapuntal practices as found in the instrumental polyphony of the late Baroque period. Prerequisite: MUS 72 or permission of instructor.

154. Form Analysis 3 s.h.
Fall
Inner structure and content. Analysis of melody and of all major forms through study of scores for various media. Prerequisite: MUS 72 or permission of instructor.

157. Fundamentals of Electronic Music Techniques 3 s.h.
Fall
The techniques of analog sound synthesis, digital/analog hybrid
Advanced course in sound recording processes including basic recording techniques, single flow, mike replacement, and acoustic practices. Live recording sessions are required. Prerequisite: MUS 173. No liberal arts credit.

175. Vocal Pedagogy 2 s.h.
See course description, page 333.

175A. Italian, English, and Latin Diction for Singers 1 s.h.
See course description, page 333.

175B. German and French Diction for Singers 1 s.h.
See course description, page 333.

190. The Music Industry 3 s.h.
Once a year
A seminar course introducing concepts of publishing, musical instrument retailing and wholesaling, music markets, music management and the commercial music industry. Music merchandising majors should be in their senior year. Prerequisite: MKT 101 or permission of instructor. No liberal arts credit.

191. Music Merchandising Field Study 3 s.h.
Spring
Directed observation of active participation in an internship position within a selected area of the music industry. The student reports at least one day (eight hours) per week to the place of business. Evaluation and direction are given by both the employer and instructor. Prerequisites: MUS 190 and approval of the Coordinator of Music Merchandising. Pass/D+/D/Fail grade only. No liberal arts credit.

193. Seminar: Music History/Literature 3 s.h.
Periodically
Special projects in various areas of music history and literature. Writing will be stressed. Prerequisites: MUS 143, 144 and a course (or study) in music bibliography, or permission of instructor.

P 1-22. (CP) Private Instruction
Fall, Spring
Registration for courses listed below is open to all students but requires Music Department permission. These courses are not open to beginners without the approval of the chairperson of the Music Department. See Notes 6, 7.

P 1: Piano, 1 s.h.
P 2: Organ, 1 s.h.
P 3: Voice, 1 s.h.
P 4: Flute & Piccolo, 1 s.h.
P 5: Oboe, 1 s.h.
P 6: Bassoon, 1 s.h.
P 7: Clarinet, 1 s.h.
P 8: Saxophone, 1 s.h.
P 9: Trumpet, 1 s.h.
P 10: French Horn, 1 s.h.
P 11: Trombone, 1 s.h.
P 12: Baritone Horn or Tuba, 1 s.h.
P 13: Violin, 1 s.h.
P 14: Viola, 1 s.h.
P 15: Violoncello, 1 s.h.
P 16: Double Bass, 1 s.h.
Natural Science (NSC)

Administered by the Department of Chemistry. Associate Professor Finzel, Chairperson

Professor Cassidy, Coordinator

COURSES (NSC)

These courses are sometimes offered during Summer sessions. Consult the Summer Sessions bulletin for these schedules.

1 & 2. The Physical Sciences: from Aristotle to Einstein  4 s.h. each

Periodically

A more intensive version of 11, 12. Credit not given for both these courses and 11 or 12. Credit given for NSC 1 & 2 or New College NPG 1.

11. (NS) The Physical Sciences  3 s.h.

Fall, Spring

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 nonscience majors.

12. (NS) Energy and Atoms  3 s.h.

Fall, Spring

Examination of the concept of energy, the relationship between matter and energy, and some ideas from contemporary physical theories. Emphasis on the nature of science; historical and humanistic backgrounds; current science-related issues. (2 hours lecture, 2 hours laboratory-recitation.) For nonscience majors. Credit given for this course or New College NPG 1 or QTG 5.

13, 14. Our Physical Universe  3 s.h. each

See course description, page 334.

New College

See page 89.

New Opportunities at Hofstra (NOAH)

Monique Berryhill, Senior Associate Dean, Associate Director, NOAH Program

New Opportunities at Hofstra (NOAH) is an admission and developmental program designed to identify and admit economically and educationally disadvantaged students whose educational experience and economic status did not provide them with an opportunity to demonstrate or develop scholastic abilities to the level requisite for undergraduate admission and study at Hofstra. The program was initiated in 1964.

When students are admitted to the program, the NOAH staff devises individual plans to help them develop their scholastic abilities to the fullest extent by providing counseling in academic and other areas to promote a smooth transition to the highly competitive academic environment at Hofstra; instructional services and tutoring to help students develop academic skills and general supportive services, not the least of which is to provide sufficient funds so that the students’ college experience will not be a financial hardship.

The support services available to NOAH students are extensive and include the assistance of reading specialists; instructors in writing and English, mathematics and social sciences; counselors and tutors in virtually all subject matters.

The completion of special developmental distribution courses are required before enrolling in relevant or required University courses. Individual programs of required developmental courses are planned by the student’s counselor, but may be waived by the Executive Director, depending on the student’s status.

PROBATION

NOAH students will be placed on probation if they have:

- attempted less than 25 semester hours and have a grade point average below 1.3;
- attempted 25-57 semester hours and have a grade point average of 1.5;
- attempted 58-87 semester hours and have a grade point average below 1.9;
- attempted 88 or more semester hours and have a grade point average below 2.0.

DISMISSAL

NOAH students will be dropped from the University if they have:

- attempted less than 25 hours and have a cumulative grade point average below 1.0;
- attempted 25-57 hours and have a cumulative grade point average of 1.3;
- attempted 58-87 hours and have a cumulative grade point average below 1.7;
- attempted 88 or more hours and have a cumulative grade point average below 1.9.

MINIMUM PERFORMANCE REQUIREMENTS NECESSARY FOR NOAH FRESHMEN AND SOPHOMORES TO CONTINUE AT HOFSTRA UNIVERSITY

NOAH freshmen and sophomores are evaluated at the end of every semester. Recommendations for continuance are made by the NOAH faculty and administrative staff to the Executive Director of the NOAH program. Final recommendations are forwarded to the Academic Records Subcommittee of the University Senate Academic Affairs Committee by the Executive Director.
Minimum performance requirements necessary for NOAH freshmen and sophomores to continue at Hofstra University are:
1. Grade point average within the ranges outlined above.
2. Satisfactory participation and completion of all required seminars and workshops with a grade of Pass.
3. Satisfactory participation and completion of all developmental courses with a grade of C or better (this includes attendance requirements).
4. Fulfillment of the terms outlined in the New Opportunities at Hofstra Agreement.
5. Satisfactory completion of all NOAH Learning Resource Center contracts.
6. Attendance at all NOAH forums unless excused by the Director.

Students failing to meet these minimum performance requirements may, upon the recommendation of the Executive Director and action by the Academic Records Subcommittee, be dismissed from the NOAH program and the University. NOAH students who have accumulated 36 semester hours or less, independent of grade point average, or who have accumulated more than 36 but less than 57 semester hours with a grade point average of less than 2.5, will be dropped from the roll of the University if they are dismissed from the NOAH program for failing to meet the minimum performance requirements.

The courses listed below are an integral part of the NOAH student's academic program.

For additional information contact the Executive Director Dr. Diaz-Wilson, 132 Gallon Wing.

COURSES (DEVL)

1, 1A. Developmental Reading Workshop I, II 2 s.h.
Fall, Spring
Lecture/discussion/workshop course designed to refine, increase, expand and enrich students' reading skills and to develop ability to master those skills necessary in reading materials in varied disciplines. Emphasis on finding and understanding main ideas, supportive information and details; determining tone and implications. Individual instruction. No credit granted.

2, 2A. Developmental American English Writing Skills I, II 2 s.h.
Fall, Spring
Lecture/discussion course designed to increase students' American English writing skills to the level of proficiency requisite to beginning undergraduate study. Practice in writing short compositions, term and/or research papers and other written discourse. Attention is given to sentence structure, paragraphing, essay formation and organization. Individual instruction. No credit granted.

3, 3A. Developmental Basic Mathematics I, II 2 s.h.
Fall, Spring
Lecture/discussion/workshop course designed to improve and expand students' basic computational skills. Develop ability to perform fundamental mathematical tasks (adding, subtracting, multiplying and dividing) with whole numbers, fractions, positive and negative numbers. Individual instruction. No credit granted.

4. Developmental Mathematics and Science 2 s.h.
Fall
Lecture/discussion/workshop course designed to help students in their mastery of fundamental concepts and computations in mathematics and science. Attention is directed to basic arithmetic, problem-solving and study techniques. Emphasis on the importance of attitude, motivation and perseverance in overcoming anxieties about and deficiencies in mathematics and science. Individual instruction. No credit granted.

5, 5A. Developmental Study Skills I, II 2 s.h.
Fall
Lecture/discussion course designed to refine; increase, expand and enrich one's ability to understand information taught in classes. Emphasis on techniques and procedures for improving skills in recognition, recall, drawing conclusions, and written and/or oral presentation in regard to new information. No credit granted.

6, 6A. Developmental Freshman Orientation I, II 1 s.h.
Fall, Spring
Discussion/workshop course designed to assist students to adapt socially, academically, psychologically and financially to the college environment. Emphasis on the roles and interrelationships of people, information and experiences affecting individual ideas and actions; and the use and/or abuse of options and resources in the college experience. No credit granted.

7. Developmental English Reading Skills 3 s.h.
Once a year
This course, a cooperative effort to combine reading and writing into one course, seeks to accomplish two goals. First, it allows for the reading process, both analytical and developmental, to improve student comprehension input with an eye toward what that input process must entail as a basic step toward oral and written communication. Second, it allows for output, the expression of ideas and words both oral and written, to be completed with careful guidance and instruction from both the reading and writing specialists. Designed for continuing students, this lecture/discussion course continues supportive services in a comprehensive way and sharpens those skills that may go undeveloped. Essential skills for good reading interpretation and written expression are the course focus. No credit granted.

8. Developmental Social Science 2 s.h.
Fall
Lecture/discussion course designed to expand knowledge of social science with emphasis on overcoming one's academic weaknesses. Help students in coping with problems related to assignments. Since social science courses tend to involve a great deal of writing, attention is given to written expression. No credit granted.

9. Developmental Career, Professional and Graduate School Preparation 2 s.h.
Spring
Lecture/discussion/workshop course consisting of discussions of various career options, resume preparation, interviewing techniques, academic preparation for graduate and professional schools, procedure for applying to graduate and professional schools, and graduate and professional school entrance examinations. Open to juniors and seniors. No credit granted.

Philosophy (PHI)

Administered by the Department of Philosophy and Religious Studies. Associate Professor Frisina, Chairperson

Professors Dardis, Godlove, Wallace; Associate Professors Karolfsky, Singer; Assistant Professors Acampora, Baehr, Cobb, Dressler, Eliot, Karolfsky, Mandair, McAvoy, O'Byrne.

The Sardarni Kuljit Kaur Bindra Endowed Chair in Sikh Studies is held by Dr. Arvind-pal Singh Mandair, Assistant Professor of Philosophy. See page 333.
Philosophy is a disciplined form of reflection about ourselves and the world. Philosophy includes the study of reasoning itself, seeking to establish standards for good thinking in every field of human inquiry, as well as the critical examination of our most general beliefs about life, religion, ethics, politics, science and art. Its special concern is with problems for which there are no easy answers. The study of philosophy increases self-understanding, as well as fundamental analytical, critical and interpretive capacities applicable in any profession, and in any human situation. A major or minor in philosophy is valuable preparation for careers in law, medicine, education, business, government, the ministry, and computer and information sciences.

Students may major or minor in philosophy or in one of several interdisciplinary areas, or simply take courses in areas of special interest. PHI 10 is a general introduction which provides the student with a broad picture of the subject, together with the tools and intellectual foundations required for further study in philosophy. PHI 14 and 20 also serve as good general introductory courses. PHI 150 and 154 focus on the fundamentals of good reasoning; other basic courses provide general perspectives for studies in many other disciplines. Courses in the history of philosophy and in systematic areas of philosophy concentrate on aspects of the history of philosophy, on particular philosophical problems (e.g., the nature of God), and on special fields of philosophical inquiry (e.g., theory of knowledge, philosophy of science, philosophy of literature). Some advanced courses have a prerequisite (typically PHI 10 or 14) while others are open to any interested student.

B.A. SPECIALIZATION IN PHILOSOPHY: 30 hours in philosophy courses as follows:

1. 18 hours selected from the following: PHI 10, 14, 141, 143, 154, 180

2. at least 3 hours selected from the following: PHI 145, 147, 148, 160, 161, 163, 164, 165, 166, 167, 170

3. 9 additional hours in any philosophy courses. At least 18 of the 30 hours must be 100-level courses. A grade of C- or better is required for each course in the 30 hours.

It is recommended that the student specializing in philosophy take at least one seminar (PHI 183 or 184; topic varies every semester). Students who take PHI 183 or 184 in partial satisfaction of a philosophy major or minor may take it on a Pass/D+/D/Fail basis. It is also possible to build a concentration in an area within the B.A. in consultation with an adviser. Some possible areas of concentration are contemporary philosophy, history of philosophy, ethics, philosophy and religion. Every student who is interested in either a major or minor in philosophy should consult with a department adviser about the program of study.

A student may major or minor in philosophy with a focus toward Prelaw Studies. The department urges interested students to meet with a departmental adviser early in their undergraduate careers. Courses include: Social and Political Philosophy (PHI 20); Introduction to Ethics I (PHI 14); Contemporary Ethical Dilemmas (PHI 90); Philosophy of Law (PHI 120); Philosophical Views on Crime and Punishment (PHI 121); Morality and the Law (PHI 122); Practical Logic (PHI 150); and Introduction to Symbolic Logic (PHI 154).

A student may major or minor in philosophy with a focus on Applied Ethics. The department urges interested students to meet with the relevant adviser, Dr. Ralph Acampora, early in their undergraduate careers. Courses include: Introduction to Ethics (PHI 14), Contemporary Ethical Dilemmas (PHI 90), Technology & Human Values (PHI 91), Philosophy & the Holocaust (PHI 111), Philosophical Views on Crime & Punishment (PHI 121), Morality and the Law (PHI 122), Bioethics: Morality & Medicine (PHI 130), Environmental Ethics & Ecophilosophy (PHI 133) and Practical Logic (PHI 150); selected courses outside philosophy may also be taken, such as Comparative Religious Ethics (RELI 85) or others authorized by advisement.

See complete B.A. requirements, page 82.

A MINOR IN PHILOSOPHY consists of the successful completion of 18 semester hours in philosophy, under advisement in the department, including no more than nine hours of introductory courses. At least six hours must be in residence.

An interdisciplinary Minor in Philosophy of Science is administered by the Philosophy Department. For information, see page 293. Students should consult with Associate Professor Holland.

An interdisciplinary Minor in Religious Studies is administered by the Philosophy Department. For information, see page 293. Students should consult with Associate Professor Frisina.

Students in the following areas would profit from philosophy courses listed below:

- American Studies: 148
- Anthropology: 17, 102, RELI 15, 50, 75
- Arts: 115, 160
- Classics: 141, 143
- Communications: 14, 20, 150, 160
- Computer Science: 14, 91, 154, 156
- Elementary Education: 10, 14, 25, 150, 154
- English: 114, 115, 160
- Foreign languages: 114, 141, 143, 145, 160
- History: 111, 114, 141, 143, 145, 147, 148, 161
- Mathematics: 154, 156
- Political Science: 14, 20, 90, 113, 120
- Prelaw: 14, 20, 90, 120, 121, 122, 150, 154
- Premedical: 14, 90, 154, 161, 164
- Psychology: 14, 90, 114, 141, 143, 161, 164
- Science: 91, 150, 154, 156, 161, 164
- Sociology: 14, 20, 90, 91, 164

NOTE:
The following courses and descriptions originally listed in the Department of Philosophy can now be located under Religious Studies (RELI). See page 293.

12. Introduction to Western Religious Traditions
   (Formerly PHIL 61.)
15. Introduction to Eastern Religious Traditions
   (Formerly PHIL 60.)
50. Islam (Formerly PHIL 68.)
75. Mysticism and the Spiritual Quest (Formerly PHIL 69.)
   (Same as PHI 102.)
80. Life, Death and Immortality (Formerly PHIL 70.)
   (Same as PHI 103.)
85. Comparative Religious Ethics (Formerly PHIL 71.)
100. Modern Religious Thought (Formerly PHIL 126.)
150. Approaches to the Study of Religion (Formerly PHIL 62A.)

COURSES (PHI)
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.

INTRODUCTORY COURSES

10. (HP) Introduction to Philosophy 3 s.h.
   Fall, Spring
An introduction to philosophy through the study of classical and recent treatments of philosophical problems. Consideration of such topics as rationality, knowledge and certainty, aesthetic evaluation, the existence of God, the mind and its place in
nature, freedom and determinism, responsibility, blame and punishment, morality and altruism. Course is designed to provide a foundation for more advanced courses in philosophy. Credit given for this course or New College HPB 1, not both. (Formerly PHIL 5.)

14. (HP) Introduction to Ethics 3 s.h.
Fall, Spring
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. Credit given for this course or New College HPG 11, not both. (Formerly PHIL 9.)

17. (CC) Introduction to Eastern Philosophy 3 s.h.
Periodically
Survey course of the seven major schools of Indian philosophy, along with the Japanese School of Zen Buddhism and the Chinese philosophy of Taoism. (Formerly PHIL 63.)

20. (HP) Social and Political Philosophy 3 s.h.
Fall, Spring
An introduction to basic issues concerning society and politics. Some topics discussed are the origins of society and its proper organization as well as perspectives on justice, rights and obligations. (Formerly PHIL 4.)

25. (HP) Theories of Human Nature 3 s.h.
Periodically
Examination of classical and contemporary theories of human nature. Considers persons as moral beings, as seekers of knowledge, and as social and political animals. Emphasis on the connection between theories of human nature and conceptions of the natural world. Credit given for this course or New College HPG 7, not both. (Formerly PHIL 6.)

30. “God” 3 s.h.
Periodically
A critical examination of various conceptions of God’s nature ranging from the supernatural view of Thomas Aquinas to the psychological projection view of Ludwig Feuerbach. (Formerly PHIL 122.)

INTERMEDIATE COURSES

60. Introduction to Chinese Philosophical and Religious Traditions 3 s.h.
See course description, page 334.

80. Philosophy of Love 3 s.h.
Periodically
An in-depth study of love as a central metaphysical phenomenon. (Formerly PHIL 121.)

90. Contemporary Ethical Dilemmas 3 s.h.
Periodically
A critical examination of various positions taken on some contemporary moral issues and dilemmas. Possible topics include abortion, sexism, euthanasia, sexual preference, the ethics of marriage, racism, privacy, capital punishment, suicide, civil disobedience, punishment, punishment and the mentally ill, environmental ethics, etc. The class may also suggest problems that it wishes to explore. Prerequisite: PHI 14 recommended. (Formerly PHIL 11.)

91. Technology and Human Values 3 s.h.
Fall, 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 examines 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. Sophomore standing required. Same as TPP 112. (Formerly PHIL 112.)

102. (CC) Mysticism and the Spiritual Quest 3 s.h.
Periodically
Mysticism is traditionally defined as the yearning for direct connection to a transcendent reality and is referred to as the esoteric dimension of religious search. Though evident as a global phenomenon, mystical traditions most notably developed in the monothestic faiths of Judaism, Christianity, and Islam, as well as in the many religious traditions of India, China, Japan, and ancient Greece. A cross-cultural exploration of the meanings, definitions, practices and common themes of mysticism via a study of original texts (in translation) from different parts of the world. Same as RELI 75. Credit given for this course or RELI 75, not both. (Formerly PHIL 69.)

103. (CC) Life, Death and Immortality 3 s.h.
See course description, page 334.

111. Philosophy and the Holocaust 3 s.h.
Periodically
Philosophical perspectives on the Holocaust. The first half of the course examines what it means to represent the Holocaust, including epistemological and cultural issues about how to come to terms with the event. The second half of the course focuses upon understanding the Holocaust, especially ethical issues such as whether the Holocaust was a unique event; whether “evil” is a meaningful category to describe it; if so, how should one define this evil?; does the Holocaust reveal limitations in traditional and/or all moral theory? (Formerly PHIL 166.)

113. The Marxist Philosophers 3 s.h.
Periodically
A critical study of Marxist theory stressing philosophy, economics and history from Hegel through Marx and contemporary developments in Marxism. (Formerly PHIL 119.)

114. Existentialism and Phenomenology 3 s.h.
Periodically
Survey of primary works of European existentialist and phenomenological thinkers including Kierkegaard, Dostoevsky and Sartre, and Husserl, Heidegger and Merlau-Pony. Credit given this course or New College HPG 1, not both. (Formerly PHIL, Existentialism.)

115. Philosophical Ideas in Literature 3 s.h.
Periodically
An examination of philosophy in/of literature. Possible topics include modernism, the representation of evil, the representation of ethical perspectives in literature, the representation of time and the issue of authorial voice. Readings in philosophical and literary texts are determined by the topics chosen for a particular semester. Prerequisites: PHI 10 or 14 or permission of instructor. (Formerly Philosophical Ideas in Modern Literature; PHIL 140.)

120. (HP) Philosophy of Law 3 s.h.
Fall, Spring
The study of three major areas in the philosophy of law; the nature of law and its relation to morality and custom, conflicting theories about hard cases, and the proper limits of criminal and tort law. (Formerly PHIL 65.)

121. Philosophical Views on Crime and Punishment 3 s.h.
Periodically
Examination of the justification of punishment, proper sen-
tencing, the death penalty, and the prohibition against cruel and unusual punishment in the United States Constitution. (Formerly PHIL 66.)

122. Morality and the Law
3 s.h.
Periodically
An examination of the use of law in the enforcement of morals, paternalism in the law, the moral foundations of property and contract law, and constitutional rights and the moral autonomy of the individual. (Formerly PHIL 67.)

130. Bioethics: Medicine and Morality
See course description, page 334.

133. Environmental Ethics and Ecophilosophy
Once a year
Exploration of environmental morality as based on the science and metaphysics of ecology. Practical concerns include population and pollution, resource protection and interspecies relations; theoretical issues include the scope and status of ethical significance. A key aim is to clarify and enrich conceptions of the relationship between nature and culture. PHI 14 or 90 is recommended, or permission of instructor. (Formerly PHI 173: Philosophy of Nature: Environmental Ethics and Ecophilosophy.)

**HISTORICAL COURSES**

141. Ancient and Medieval Philosophy
Fall
3 s.h.
Emphasis on pre-Socratics, Plato, Aristotle, and some Hellenistic thinkers. Followed by the special problems and solutions stimulated by the influence of Christianity from St. Augustine to the 14th century. Prerequisite: PHI 10 or 14 or permission of instructor. (Formerly PHIL 133.)

143. Classical Modern Philosophy
Spring
3 s.h.
A study of philosophers and philosophical trends in the Post-Kantian era. Consideration of such topics as idealism, materialism, existentialism and criticism of the philosophical tradition. The course focuses on close textual readings of such figures as Hegel, Kierkegaard, Marx, Nietzsche, J.S. Mill, C.S. Peirce and others. Prerequisite: PHI 10 or permission of instructor; PHI 141 is recommended. (Formerly PHIL 135.)

145. 19th-Century Philosophy
Periodically
3 s.h.
A study of philosophers and philosophical trends in the Post-Kantian era. Consideration of such topics as idealism, materialism, existentialism and criticism of the philosophical tradition. The course focuses on close textual readings of such figures as Hegel, Kierkegaard, Marx, Nietzsche, J.S. Mill, C.S. Peirce and others. Prerequisite: PHI 10 or permission of instructor; PHI 141 is recommended. (Formerly PHIL 136.)

146. Modernity and Post-Modernity
See course description, page 334.

147. Contemporary Philosophical Movements
Periodically
3 s.h.
A critical examination of contemporary philosophical movements such as analytic philosophy, pragmatism and continental thought. Prerequisite: PHI 10 or 14 or permission of instructor; PHI 143 recommended. (Formerly PHI 138.)

148. The History of American Philosophy
Periodically
3 s.h.
Examination of key movements in American philosophy, such as transcendentalism, pragmatism and American naturalism. Readings from such figures as Edwards, Emerson, Royce, Peirce, James, Dewey, Santayana, Mead, Randall and Buchler. Prerequisite: PHI 10 or permission of instructor. PHI 143 recommended. (Formerly The Significance of American Philosophy; PHIL 145.)

149. French Philosophical Traditions
See course description, page 334.

**LOGIC COURSES**

150. Practical Logic
Periodically
3 s.h.
A study of informal logic which stresses the relationship between logic and language. The aim of the course is to increase the student's skills in critical thinking: how to recognize unsupported assertions, how to analyze and assess arguments encountered in everyday life, and how to formulate and present cogent arguments of one's own. Credit given for this course or New College HPB 002, not both. (Formerly PHIL 164.)

152. Scientific Reasoning
See course description, page 334.

154. Introduction to Symbolic Logic
Fall, Spring
A formal study of the logical properties and relationships of sentences by means of the construction of a symbolic language for sentential and predicate logic. (Formerly PHIL 165.)

156. Advanced Symbolic Logic
Periodically
3 s.h.
Construction of a symbolic language for predicate (quantifier) logic. Metatheory for both sentential and predicate logic. Discussion of the limitations of predicate logic, and of more powerful formal systems designed to deal with natural language discourse, such as tense logic and modal logic. Prerequisite: PHI 154. (Formerly PHIL 175.)

**TOPICAL COURSES**

160. Philosophy of the Arts
Once a year
3 s.h.
An examination of historical sources concerning art—how to define it, its relation to morality and its role within culture, followed by contemporary readings about critical theory, feminism and postmodernism. Consideration as well of specific works—drama, painting, photography and film. (Formerly PHIL 133.)

161. (HP) Philosophy of Science
Once a year
3 s.h.
Study of the methods, assumptions and limits of natural science with illustrations from the history of science. Topics include explanation, laws, prediction, confirmation, theories, the status of theoretical entities, theoretical reduction, concept formation and the problem of demarcation. Prerequisite: PHI 10 or 154 or permission of instructor. (Formerly PHIL 115.)

163. (HP) Philosophy of Religion
Periodically
3 s.h.
Traditional philosophical problems surrounding some basic conceptions in the Western monotheistic religions. Primary attention given to three broad topics: To what extent can belief in God be rationally justified? What, if anything, does the fact of evil tell us about God's nature? Is religious discourse ordinary speech or in some way metaphorical or symbolic? Traditional arguments for and against the existence of God are discussed. Prerequisites: PHI 10 or RELI 12 or permission of instructor. (Formerly PHIL 120.)

164. Philosophy of Mind
Periodically
3 s.h.
Survey of issues in philosophy of mind, including the mind/body problem, artificial intelligence, consciousness, intentionality and mental causation. Questions discussed include: What are minds? How can brains possibly think? Can animals, babies or computers think? Are minds independent of
Philosophy of Science

Administrated by the Department of Philosophy and Religious Studies. Associate Professor Frisina, Chairperson.
Assistant Professor of Philosophy Eliot, Adviser

MINOR IN PHILOSOPHY OF SCIENCE is an interdisciplinary program primarily designed for students majoring in a particular science or in mathematics. This minor enables students to develop a broader view of their major to appreciate, for example, the important historical developments in their given field, and to better learn to critically evaluate their major's subject matter and its method of inquiry.

The minor consists of 18 semester hours of required and elective courses as listed below, with at least six hours in residence. It is recommended that students complete their mathematics and natural science distribution requirements before beginning this program. Students should also be aware that some of the courses as listed below require prerequisites, see individual courses.

A. Required
PHI 161. Philosophy of Science, 3 s.h.

B. Logic Requirement
PHI 154. Introduction to Symbolic Logic, 3 s.h. or
MATH 191. Introduction to Set Theory, 3 s.h. and
PHI 156. Advanced Symbolic Logic, 3 s.h.

NOTE: MATH 202. Mathematical Logic may be substituted for PHI 156 with permission of adviser.

C. Electives, nine semester hours chosen from the following:
ENGG 149. Technology & Society—Impact & Implication, 3 s.h.
MATH 155. History of Mathematics, 3 s.h.
PHI 184. Seminar: Problems of Philosophy, 3 s.h.
PHYS 118. Modern Physics, 3 s.h.

NOTE: Consult Program Adviser for other elective courses.

Physical Education and Sport Sciences (PESP)

Formerly Health Studies, Sport Sciences, and Physical Education (HSPE)

Associate Professor Halliday, Chairperson

Professors Clements, Zwiren; Associate Professors Alberts, Doolittle, Frierman; Assistant Professor Lyons.

The Physical Education and Sport Sciences Department provides several categories of activities:

I. Undergraduate major programs leading to the following:
A. B.S. in Ed. Certification for teaching of physical education. (See section IA below.)
B. B.S. An exercise specialist—leading exercise classes and evaluating fitness programs. (See section IB below.)
C. B.S. Athletic training—preparation for NATA certification as an athletic trainer. (See section IC below.)

II. Minor programs in physical education, and driver-traffic safety education. (See section II below.)

III. Skills courses—a variety of physical education skills courses for undergraduate degree credit (up to 8 semester hours), open to all students. (See section III below.)

NOTE: For intercollegiate athletics, see page 19; for recreation and intramural programs, see page 22.
I. MAJOR PROGRAMS

A. Bachelor of Science in Education in Physical Education:
   This undergraduate major program is designed to prepare preservice physical education teachers to be scholarly, highly skilled, reflective practitioners able to meet the needs of students with a diversity of needs, experiences, cultural backgrounds, disabilities, and special abilities in all grades. The program focuses attention on the acquisition of knowledge and skills that enable the preservice teacher to develop and implement effective, innovative physical education programs that meet the New York State Learning Standards in schools.

Associate Professor Halliday, Adviser

MATRICULATION

For provisional acceptance into the physical education major program, the following are required:
1. Admission into Hofstra University.
2. An interview with the program coordinator for advisement and scheduling.

DEGREE REQUIREMENTS

Candidates for graduation must fulfill the following requirements:
1. Successful completion of at least 129 semester hours and a cumulative grade point average of 2.5 in work completed at Hofstra.
2. At least 63 semester hours must be in liberal arts.
3. There are two requirements that must ordinarily be completed in residence at Hofstra: 25 hours in the major field of specialization, including: PESP 138A, 154, 154A, 103, 103A, 104, 104A, 170A, 130A and 130B, and the last 30 hours. The 25 hours need not be included within the last 30 hours.
4. The following general and major requirements:
   a) Communication Skills: 9 semester hours
      1. ENGL 1 & 2
      2. SPCM 1
   b) History elective: 3 semester hours
   c) Multicultural Perspective elective:
      3 semester hours chosen from the following:
      ANTH 4, 131, 137; CLL 190 or others as approved by the program coordinator.
   d) Mathematics elective: 3 semester hours
   e) Philosophy elective: 3 semester hours selected from the following:
      PHI 10, 14, 20 or others as approved by the program coordinator.
   f) Fine Arts: 3 semester hours: DNCE 121.
   g) Literature elective: 3 semester hours
   h) Social sciences: 6 semester hours
      1. PSY 1
      2. Developmental psychology: 3 semester hours selected from the following:
         PSY 53, SPG 029
   i) Natural sciences: 6 semester hours: BIO 103, 105
   j) Language other than English: completion of level 2 in a language other than English, or placement above level 2.
   k) Information Retrieval: PESP 50 and satisfactory score on information retrieval competency test or equivalent course work.
   l) Liberal Arts Electives: 8 semester hours of electives in the liberal arts.
   m) Professional education: 31 semester hours:
      1. CT 102; FDED 111* or 127*, PESP 103, 103A, 104, 104A, 154, 154A, 167, 170A, 130A, 130B
      2. 1 semester hour in Literacy education: LYST 100, Literacy, Health and Physical Education.
   n) Physical education professional core: 34 semester hours:
      1. PESP 13A, 50, 53, 60, 80, 106, 108, 138A, 164, 170, 170A; BIO 106* or others as approved by the program coordinator.
   o) Physical education skills techniques:
      1. At least 6 semester hours selected as follows:
         a) Select at least one course from each of the following categories:
            1) net and wall sports: PESP 3A, 33A, 36A or others as approved by the program coordinator
            2) target sports: PESP 2A, 7A, 9A, 14A or others as approved by the program coordinator
            3) outdoor/leisure pursuits: PESP 45, 46 or others as approved by the program coordinator
            4) striking/field sports and personal performance sports: 27A, 34A, 38A, 39A or others as approved by the program coordinator.
      5) Team passing sports: 3A, 8A, 10A, 16, 26A or others as approved by the program coordinator.
   p) Additional elective courses:
      1. Electives chosen from any of the 5 categories listed above
      2. Aquatics: PESP 31, 42, 131, 143 (must meet prerequisites)
      3. Dance: PESP 111B and courses offered in the dance department as approved by the program coordinator.
      4. Officiating: PESP 139, 140, 142, 144, 145, 146, 147.

2. Dance: PESP 12, DNCE 121
3. Cooperative Adventure Activities: PESP 119
4. Gymnastics: PESP 15A
5. Fitness: PESP 25

5. Students must complete an independent internship experience coaching a middle school or high school interscholastic team for at least one season (or other similar experience as approved by the program coordinator).

6. Successful completion of the University English Proficiency Exam.

7. Identification and Reporting of Child Abuse and Neglect, Substance Abuse, Project SAVE: Safe Schools Against Violence in Education and Fire and Arson.

Student Teaching Requirements

Students who have declared physical education as their major must meet the following standards in order to continue in the program:

1. A cumulative grade point average of 2.5 or better in the following categories:
   a) all course work completed at Hofstra University;
   b) required professional education course work;
   c) required physical education skill and professional core course work.

To be admitted to student teaching, students must meet the following requirements:

1. Meet all continuation requirements as outlined above
2. Receive a grade of C- or better in SPCM 1
3. Successfully complete FDED 111 or 127; CT 102; PESP 103, 103A, 104, 104A, 154, 154A
4. No D's, F's or INC in major courses.

* Counted in total credits as required liberal arts course. For admission to student teaching, these courses should be used in the computation of grade point average in the required physical education and skills category.
Application forms for student teaching may be obtained in the department of Curriculum and Teaching. Applications must be submitted by October 1 for admission to student teaching in the spring semester and by March 1 for admission to student teaching in the fall semester.

Graduation Requirements
Graduation from the program requires: 1) completion of criteria listed in 1-7 above; 2) no grades lower than C- and no unresolved INC grades in professional education and physical education course work; 3) an overall GPA of 2.5 or better in all course work, and 4) successful completion internship requirements listed in item 5 and all other degree requirements.

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 Physical Education Content Specialty Test. Students not receiving passing scores on three examinations, will not be eligible for certification. Additional information pertaining to certification can be found on page 111.

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

B. B.S. Specialization as an Exercise Specialist: this undergraduate major program is designed to prepare students for teaching in the fitness/wellness field. Students are also prepared to go on clinical experience in health fitness clubs, corporate health programs, cardiac rehabilitation programs, and/or senior year field experience in the psychological and business aspects of the fitness/wellness field. Students, in addition, are given an introductory background in the psychological and business aspects of the fitness/wellness field. Students are also prepared to go on to graduate work in related fitness/wellness/allied health disciplines. The emphasis of the course of study is on working with adults outside of the formal educational system. This program does not include preparation for New York State teacher certification. However, this program does include a senior year field experience in health fitness clubs, corporate fitness programs, cardiac rehabilitation programs, and/or any other approved fitness or wellness centers. Professor Zwiren, Coordinator

Final admission to the field experience will be made by the Chairperson of the Department of Physical Education and Sport Sciences upon recommendation from the faculty.

Matriculation
1. Students can apply to the athletic training program after they have met general admission standards and successfully complete BIO 103, 105, PESP 60, 169 with a cumulative grade of 2.75 or better. The student must maintain a 2.5 overall grade point average, and a 2.75 grade point average within the athletic training major courses.

2. To become a matriculated athletic training student they must: submit an essay, two letters of recommendation, official transcripts, provide proof of current CPR and First Aid certifications, provide proof of physical and immunization records, complete a Technical Standards form, interview with the Program Coordinator and one additional faculty member, complete clinical observation hours as defined in PESP 169, and successfully pass appropriate psychomotor testing.

3. Clinical Experience prerequisites: Students must complete all materials identified above.
*For a copy of these Standards contact the Physical Education and Sport Sciences Department.

**See University Degree Requirements, page 74.
††Required exercise specialist major course work.
†††Counted in total credits as required natural science course.
For admission to student teaching, this course should be used in the computation of grade point average in the required physical education theory and skill category.
**CONTINUATION STANDARDS**

Upon completion of the sophomore year, all athletic training majors must meet the following criteria to continue in the program:

1. A cumulative grade point average of 2.5 or better for all course work. A cumulative grade point average of 2.75 or better in the athletic training major courses (indicated by the symbol “+”). If a student does not maintain the proper cumulative grade point average (2.5 or better overall, 2.75 or better in athletic training major courses), they will be placed on a one semester probation. If at the end of the semester their grade point average does not meet the requirement, they will be dropped from the program.

2. Completion of clinical hours (See Clinical Experience). If a student does not complete the required clinical hours that have been outlined (200 hours per semester; 300 hours per semester for transfer students), it is their responsibility to make arrangements with the Athletic Training Program Coordinator to complete these hours the following semester. If at the end of the semester these clinical hours have not been completed, the student may be dropped from the program.

3. Recommendation of the major adviser.

4. Recommendation of the Athletic Training Program Coordinator.

Final admission to the program will be made by the Chairperson of the Department of Physical Education and Sport Sciences upon the recommendation of the Program Coordinator and department faculty.

Students will receive written formal notification of acceptance or nonacceptance into the program at the conclusion of the spring semester.

**CLINICAL EXPERIENCE**

Satisfactory completion of a minimum of 1,000 clinical hours with the following restrictions:

1. All clinical hours must be under the direct supervision of a certified athletic trainer.

2. Students will have exposure to upper, and lower extremity injuries in addition to equipment intensive sports and general medical conditions for both male and female athletes.

3. Students should expect to travel with respective clinical assignments. This could include travel by bus and plane in addition to weekend travel.

4. Students will have clinical assignments off campus settings and will need to provide either their own transportation or use public transportation.

5. All clinical hours must be accumulated in a period of not less than two, and no more than five years.

**DEGREE REQUIREMENTS**

Candidates for graduation must fulfill the following requirements:

1. The successful completion of 128 semester hours of prescribed clinical experience and course work.

2. At least 64 semester hours must be in liberal arts. Note: no more than 12 semester hours of liberal arts electives may be taken on a Pass/D+/D/Fail basis.

3. There are two requirements that must ordinarily be completed in residence at Hofstra University: 15 semester hours in the major field of specialization, including one off-campus experience and the last 30 hours. The 15 hours need not be included within the last 30 hours.

4. The following general requirements:
   a) ENGL 1 & 2
   b) SPCM 1, 7, or 11
   c) 6 s.h. humanities elective
   d) Social Sciences PSY 1+ SOC 4 3 s.h. social science elective

   e) BIO 50+, 103+, 105+, 106+
   f) PHYS 4
   g) CSC 5
   h) 3 s.h. math elective
   i) 4 s.h. statistics course chosen under advisement.
   j) 15 semester hours of liberal arts electives.


**II. MINOR PROGRAMS**

Minor programs for men and women consist of the successful completion of the program requirements, taken under advisement. The following minors are offered by the department:

A. PHYSICAL EDUCATION AND SPORT SCIENCES—18 s.h.

Students may select one of the three areas:

- **Area 1. Theory Concentration**
  12 s.h. in theory courses
  4 s.h. in science courses
  2 s.h. in skills courses

- **Area 2. Science Concentration**
  12 s.h. in science courses
  4 s.h. in theory courses
  2 s.h. in skills courses

- **Area 3. Skills Concentration**
  7 s.h. in theory courses
  5 s.h. in science courses
  6 s.h. in skills courses

**Theory courses are:** PESP 13, 53, 103, 104, 138A, 139, 140, 142, 144, 145, 146, 147, 151, 152, 153, 156, 161, 163, 164, 167, 170, 170A; DNCE 127, 128.

**Science courses are:** PESP 60, HPFS 62, PESP 106, 108, 161, 170, 170A


B. DRIVER-TRAFFIC SAFETY EDUCATION

This program is designed for future and certified teachers who are to complete or who have completed the minimum course requirements essential for teaching driver-traffic safety at the secondary level. This is an in-service professional program leading to a provisional or permanent certificate (12 s.h.) to teach driver-traffic safety education. Requirements: PESP 201, 202A, 202B and 203.

**III. SKILLS COURSES/SERVICE PROGRAM**

Eight semester hours of physical skills courses may be chosen as electives toward fulfilling the University requirements for graduation. Assistant Professor Frierman, Coordinator

The Department of Physical Education and Sport Sciences offers a variety of courses designed to develop and improve fitness and behavior toward exercise with lifelong learning goals.

**** Counts as a liberal arts course.

+ Counted in total credits as required natural science course. For admission to student teaching, this course should be used in the computation of grade point average in the required physical education theory and skill category.
We offer the student opportunities for development, for enrichment and for the pleasure and joy which come from achievement and excellence.

The classes are arranged to permit individual selection of activity in conjunction with the needs, interests and abilities of the student.

Each semester is divided into two programs: Outdoor Program and Indoor Program. Courses are offered on an 8-week, 1/2-1 credit basis and on a full semester 16-week, 1-2 credit basis. A student interested in registering for physical education has the following choices:

1. One 8-week, 1/2-1 credit course from either the Outdoor or Indoor Program; 1/2-1 credit courses do not have to be taken in sequence. A student does not have to accumulate one whole credit in any given semester.

2. One 8-week, 1/2-1 credit course from each program, i.e., Outdoor and Indoor, for a total of 1-2 credits for the semester.

3. Two 1/2-1 credit courses from the Outdoor or Indoor Program.

4. One 2-credit course from the Outdoor or Indoor Program which runs the entire semester, i.e., fencing, scuba diving, gymnastics, fitness for life, swim for fitness, advanced life saving, water safety instructor and aerobic dance.

5. A maximum of 8 credits in physical education skills courses may be applied toward graduation requirements. However, credit for the same numbered skills course taken more than twice will not be applicable toward graduation.

6. Courses are graded Pass/D+/D/Fail with the option of a letter grade for 1-2 credit skills courses, which run a full semester.

NOTE: for listing of skills courses, see above.

COURSES (PESP)

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.

1B. Adapted Physical Education 1 s.h.
Fall, Spring
Geared to meet the specific needs of students who have medical problems, i.e., weight control, physical handicaps, etc. (Formerly HSPE)

2A, 2B. Archery A-1/2 s.h., B-1 s.h.
Spring
Basic skills and techniques, cost, care and maintenance of equipment. Interclass competitive shooting and attendance at an archery meet. (Formerly HSPE)

3A, 3B. Badminton A-1/2 s.h., B-1 s.h.
Fall, Spring
Basic strokes (grip, stance, form), rules of the game, care and selection of equipment. Class tournaments arranged. (Formerly HSPE)

4A, 4B. Baseball A-1/2 s.h., B-1 s.h.
Spring
For students interested in team sports. Basic instructions in the fundamentals of skills and team play. (Formerly HSPE)

5A, 5B. Basketball A-1/2 s.h., B-1 s.h.
Fall
Basic knowledge, techniques and the practice of fundamental skills. (Formerly HSPE)

6B. Hiking and Backpacking 2 s.h.
Fall, Spring
Introduction to skills and techniques which will be applied to specified situations. Weekend trips will be required for completion of the course. Students must supply or be willing to rent backpacking equipment. (Formerly HSPE)

7A, 7B. Bowling A-1/2 s.h., B-1 s.h.
Fall, Spring
The fundamentals of 10-pin bowling. Classes are held off campus. Students must provide their own transportation. Fees for games bowled are included in the tuition. (Formerly HSPE)

8A, 8B. Football Fundamentals A-1/2 s.h., B-1 s.h.
Fall
An introduction to individual and team concepts of football. Offensive and defensive theories of play as well as individual skills are presented. Theories and skills learned are applied in flag football scrimmages and games. (Formerly HSPE)

9A. Fencing 1/2 s.h.
Fall
Fundamental skills and strategies of foil fencing. (Formerly HSPE)

9B. Fencing 2 s.h.
Fall, Spring
Fundamental skills and strategies of foil fencing. Bouts and the use of electrical scoring equipment. (Formerly HSPE)

10A, 10B. Field Hockey A-1/2 s.h., B-1 s.h.
Fall
For students interested in team sports. Basic instruction includes the fundamentals of skills and team play. (Formerly HSPE)

11. Folk and Square Dance 1 s.h.
Fall
Broad range of elementary folk dances; customs and dances of other countries. (Formerly HSPE)

13. Fundamentals of Movement 1 s.h.
Fall
Concepts of the basic principles and practices of body movement. Body development, exercises and posture are emphasized. (Formerly HSPE)

13A. Fundamentals of Human Movement 3 s.h.
Fall, Spring
In this course the student has the opportunity to learn about the age-related changes that occur in motor behavior from infancy through adulthood and how to use this knowledge to help people achieve their individual movement potentials.

14A. Golf 1/2 s.h.
Fall
The fundamentals of golf: grip, stance, swing, rules and etiquette. Practice with long and short irons, drivers and putters. (Formerly HSPE)

14B. Golf 1 s.h.
Fall, Spring
For students seeking further skill and knowledge beyond the beginning level. Instruction is given mainly on a golf course. (Formerly HSPE)

15A, 15B. Gymnastics A-1 s.h., B-2 s.h.
Fall
This course is designed to help the physical education major to acquire the knowledge, the performance and pedagogical skills in tumbling, educational, and artistic gymnastics to enable him/her to teach these activities effectively and safely in a school setting. (Formerly Gymnastics I; HSPE.)

16. Lacrosse 1/2 s.h.
Spring
For students interested in team sports. Basic instruction includes the fundamentals of skills and team play. (Formerly HSPE)
18. Physical Conditioning 2 s.h.
Fall, Spring, Summer
Designed to introduce the basic principles of physical fitness through lecture and activity related experiences. A variety of activities are introduced that emphasize cardiovascular conditioning, strength and flexibility. Concepts of improving one's health related fitness and caloric intake are included. (Formerly HSPE)

19. Horseback Riding—English Style 2 s.h.
Fall, Spring
To foster an appreciation and understanding of safe riding techniques, to develop and encourage an interest in environment related leisure time activities, and to provide an atmosphere which promotes social interaction in an informal coeducational setting. Lab fees additional. (Formerly HSPE)

21. Scuba: Basic Underwater Diving Techniques 2 s.h.
Fall, Spring
Students learn to dive using scuba equipment and to apply these skills to further investigate the underwater marine environment. All necessary equipment is supplied. Students may receive the National Association of Underwater Instructors (NAUI) certification by taking PESP 121. Lab fees additional. (Formerly HSPE)

22. Self-Defense 2 s.h.
Fall, Spring
Instruction and practice for men and women. Strategy, skills and physical conditioning. Valuable skills can be attained for use in emergency situations. (Formerly HSPE)

23. Advanced Life Saving 2 s.h.
Fall, Spring
Standard Red Cross Advanced Life Saving Certificate. Prerequisite: swimmer's certificate or permission. (Formerly HSPE)

24. Downhill Skiing 2 s.h.
January
For the beginner through the expert. Four weeks of classroom training and physical conditioning. Practical sessions held at a ski area in New Hampshire or Vermont during January intersession. Transportation via car pool. Lab fees additional, payable at second class meeting, include lodging and two meals/day for five days, equipment rental, lift tickets and five 1½ hour lessons. (Formerly HSPE)

25. Fitness for Life 2 s.h.
Fall, Spring
An activity course designed to improve one's fitness and to gain knowledge regarding aerobic fitness and weight control. Improvement of fitness is gained through activities including walking, jogging, resistive and exercise machines. Gaining of information regarding body percent fat, weight control, consumer nutrition, exercise prescription and stress reduction are included. (Formerly HSPE)

26A, 26B. Soccer  A-1/2 s.h., B-1 s.h.
Fall, Spring
Basic skills in heading, dribbling, shooting as well as strategy and rules of the game. Interclass competition. (Formerly HSPE)

27A, 27B. Softball  A-1/2 s.h., B-1 s.h.
Spring
For students interested in team sports. Basic instruction in the fundamentals of skills and team play. (Formerly HSPE)

28A, 28B. Speedball  A-1/2 s.h., B-1 s.h.
Fall, Spring
For students interested in team sports. Basic knowledge, technique, and the practice of fundamental skills and team play. The variety of ways in which the ball may be kicked or passed, as a team works together to score, makes this sport highly enjoyable. (Formerly HSPE)

31. Swimming I 1 s.h.
Fall, Spring
Fundamentals of elementary swimming, with emphasis on individual achievements and water safety, working toward the American Red Cross Beginners Certificate as minimum achievement. (Formerly HSPE)

31C. Water Polo 2 s.h.
Fall, Spring
Introduction to the fundamental skills of water polo. Discussion of the history, terminology and rules of the game. Fundamental principles of conditioning together with team defensive and offensive strategy are examined. Restricted to intermediate and advanced swimmers. (Formerly HSPE)

32. Tai Chi Chuan I 2 s.h.
Fall, Spring
An ancient Chinese exercise for health, relaxation, centering, balance, grace and fluidity. (Formerly HSPE)

33A, 33B. Tennis I  A-1/2 s.h., B-1 s.h.
Fall, Spring
Fundamentals: grip, forehand, backhand, serve, etc., rules of the game, strategy, and care and selection of equipment. (Formerly HSPE)

34A. Track and Field  1/2 s.h.
Spring
Instruction and practice in fundamentals and techniques. (Formerly 34; HSPE)

35. Hatha Yoga 2 s.h.
Fall, Spring
Specially designed postures and exercises which not only improve the student's overall physical fitness level, but also increases bodily awareness and creativity. (Formerly HSPE)

36A, 36B. Volleyball  A-1/2 s.h., B-1 s.h.
Fall, Spring
Basic knowledge of the rules and regulations, techniques, fundamental skills, and their application in game situations. (Formerly HSPE)

37. Weight Control 1 s.h.
Fall, Spring
Designed to outline exercise and condition factors conducive to weight loss and control. Information relative to diet, rest and metabolism will also be included. (Formerly HSPE)

38A, 38B. Weight Training  A-1/2 s.h., B-1 s.h.
Fall, Spring
Basic principles and skills. Emphasis on cardiovascular and flexibility activities. (Formerly HSPE)

39A. Wrestling 1/2 s.h.
Fall
Designed to develop an appreciation for and mastery of the basic fundamental holds, take downs, escapes, reversals and the understanding of the rules. (Formerly HSPE)

40. Paddleball (one wall) 1 s.h.
Fall, Spring
Fundamental skills, rules and regulations, techniques and strategies of the one-wall game. (Formerly HSPE)
### 42. Lifeguard Training  
3 s.h.  
*Fall, Spring*  
The purpose of this course is to focus attention on the skills and knowledge required for an individual to assume the responsibilities of a lifeguard at a swimming pool or a protected (nonsurf) open-water beach. Upon completion of this course, students may be eligible for certification from the American Red Cross in lifeguard training, standard first aid and adult CPR. (Formerly HSPE)

### 44. Karate I  
2 s.h.  
*Fall, Spring*  
Study of the traditional Japanese martial art as one of the most effective self-defense methods. (Formerly HSPE)

### 45. Orienteering  
1/2 s.h.  
*Once a year*  
This course is designed to introduce the student to the locomotor skills, map and compass skills, and space and time skills as they relate to the sport of orienteering. (Formerly HSPE)

### 46. Camping Skills  
1/2 s.h.  
*Once a year*  
This course is designed to introduce the student to the knowledge and skills needed for a successful camping experience. A weekend camping trip is included in the course for which students may be required to either provide or rent various pieces of camping equipment. (Formerly HSPE)

### 50. Introduction to Physical Education*  
1 s.h.  
*Fall, Spring*  
Provides preservice physical education teachers with a broad overview of the field of physical education. Introduction to physical education as a profession including: NASPE Physical Education Outcomes and NYS Learning Standards, professional development opportunities (literature, organizations, and conferences). Introduction to use of technology in physical education including: information retrieval, using the internet, communication (e-mail, word processing), data management, presentations, organizational tools, use of technology in teaching, and other sub-disciplinary applications.

### 53. History and Philosophy of Physical Education*  
3 s.h.  
*Spring*  
The historical and philosophical development of physical education from primitive man to the present with emphasis on major trends within the area and directions for the future. Consideration is given to the prominent figures who have shaped the field. (Formerly Principles of Physical Education; HSPE)

### 60. First Aid and Safety*  
3 s.h.  
*Fall, Spring, January*  
An American Red Cross certification course designed to develop first aid and CPR skills, knowledge, safety awareness and injury and illness prevention. Safety and prevention topics include: fire safety and arson prevention, heart disease prevention, preventing choking, child safety, injury prevention, poisoning prevention (including substance abuse/awareness), preventing heat and cold-related illness.

### 80. Programming Fitness Activities  
1 s.h.  
*Spring*  
Designed to help the preservice physical education teacher gain knowledge and skills to effectively implement developmentally appropriate fitness programs in the schools. Includes consideration of assessment, content, curriculum planning, use of technology, and influence of gender, multicultural issues, and socioeconomic factors on fitness programming for PreK-12 students. (Formerly HSPE)

### 84. Karate II  
2 s.h.  
*Fall*  
A more intense study of the traditional Japanese martial art. Emphasis is on building a strong self-confidence and physical constitution as well as giving the student insight into Oriental philosophy. Prerequisite: PESP 44. (Formerly HSPE)

### 99. Understanding Your Fitness and Health  
3 s.h.  
*Fall*  
The process of selecting life-long activities and practices that would achieve a healthful living style. Through specific academic and seminar experiences, students understand the many dimensions of well-being inherent in the ability to reach their own individual health potential. Topics include stress management, weight control, basic nutrition, sports injuries, etc. (Formerly HSPE)

### 100. Swim for Fitness  
2 s.h.  
*Fall, Spring*  
Improvement of overall physical conditioning through swimming. Introduction to the fundamental principles of physical conditioning and their application to swimming. Under the instructor's direction and utilizing both traditional and novel aquatic activities, individualized programs of conditioning will be set up to meet the student's personal needs. Restricted to intermediate and advanced swimmers. (Formerly HSPE)

### 101. Aquarobics  
2 s.h.  
*Fall, Spring*  
Designed to improve physical fitness through water activities. Introduction of the principles of physical conditioning with the intent of improving cardiovascular fitness and flexibility using land activities applied to a water medium. No previous swimming experience necessary. (Formerly HSPE)

### 102A. Organization and Administration of Athletic Training  
3 s.h.  
*Once a year*  
This course is designed to provide the student with the knowledge of administrative duties within the athletic training profession. Topics include: planning, coordinating and supervising all administrative components of an athletic training program including those pertaining to health care services (physical examinations and screening, first aid and emergency care, follow-up care and rehabilitation, etc.); financial management, training room management, personnel management, and public relations. (Formerly HSPE)

### 103. Methods and Materials for Teaching at the Elementary Level*  
3 s.h.  
*Fall*  
Designed to help preservice physical education teachers gain knowledge and skills to effectively teach developmentally appropriate physical education in the elementary school. Includes consideration of content, curriculum planning, safety, teaching styles, class management and organization, positive discipline, assessment, use of technology in teaching, literacy skills development, and influence of gender, multicultural issues, and socioeconomic factors on the teaching-learning process. (Formerly HSPE)

### 103A. Elementary Physical Education Field Experience  
1 s.h.  
*Fall, January, Spring, Summer*  
This course is designed to give the preservice physical education teacher practical experience in teaching physical education in the elementary school. Prerequisite/corequisite: PESP 103. Pass/D/Fail grade only.

* Recommended for majors.
104. Methods and Materials for Teaching at the Secondary Level* 3 s.h.
Fall, Spring
Designed to help preservice physical education teachers gain knowledge and skills to effectively teach developmentally appropriate physical education in the middle and secondary schools. Includes consideration of content, curriculum planning, safety, teaching styles, class management and organization, positive discipline, assessment, use of technology in teaching, literacy skills development, and influence of gender, multicultural issues, and socioeconomic factors on the teaching-learning process. (Formerly HSPE)

104A. Middle School and Secondary Physical Education Field Experience 1 s.h.
Fall, January, Spring, Summer
This course is designed to give the preservice physical education teacher practical experience in teaching physical education in the middle and/or secondary school. Prerequisite/corequisite: PESP 104. Pass/D+/D/Fail grade only.

106. Kinesiology* 3 s.h.
Fall, Spring
The study of human movement and the analysis of motor skills through the application of kinesiological principles. Application of principles to skillful movement and teaching. Use of computer technology for skill analysis, computer-based instruction, and presentation of motor skill analysis project results. Prerequisite: BIO 103. (Formerly HSPE)

107. Kinesiology for the Dancer 4 s.h.
Once a year
The study of the anatomical and mechanical principles of movement with specific applications to the dancer. Analysis of dance movements, prevention of injuries, conditioning and relaxation techniques are examined. (Formerly HSPE)

108. Assessment in Physical Education 3 s.h.
Fall, Spring
Designed to provide the preservice physical education teacher with knowledge and skills necessary to use a variety of assessment strategies and instruments to enhance and provide accountability for the teaching-learning process in physical education. Emphasis on selection and use of developmentally appropriate assessment strategies and instruments, including computer and other technology, congruent with physical activity learning goals. (Formerly HSPE; Measurement and Evaluation in Physical Education.)

109. Fencing II 2 s.h.
Fall, Spring
Instruction in advanced techniques of foil fencing with emphasis on competition. Prerequisite: PESP 9A or permission. (Formerly HSPE)

111B. Aerobic Dance 2 s.h.
Fall, Spring
Designed to develop cardiovascular fitness through the use of exercise to music. Muscular strength, endurance and flexibility are also developed. (Formerly HSPE)

112. Archery—Advanced 1 s.h.
Spring
Review of basic skills and techniques. Emphasis on competitive shooting. Practical hunting experience. Minimal skill standards must be met in the first week of class. (Formerly HSPE)

113. Cardiopulmonary Resuscitation (CPR) 1 s.h.
January, Summer
An American Red Cross certification course which develops competency in the areas of artificial respiration (CPR), and aids to choking victims. (Formerly HSPE)

119. Cooperative and Adventure Activities 1 s.h.
Fall
This course is an introduction to the various Adventure activities: cooperative games, initiative problem solving activities, trust activities and adventure ropes course activities. (Formerly HSPE)

120. Sailing 1 s.h.
Spring, Summer
Basic course which will enable the student to sail and handle a sailboat safely and proficiently. 15 hours of instruction conducted on the water. All instruction will be in fiberglass sloops. Lab fees additional. Classes are held weekends during the spring semester; summer session classes weekdays only. (Formerly HSPE)

121. Scuba Certification 2 s.h.
Fall, Spring
A continuation of basic scuba (PESP 21). Students are given the opportunity to use the skills developed in basic scuba in actual diving. Course consists of a series of dives done in local Long Island area, in the Florida Keys and on an island in the Caribbean. Upon successful completion of the course, the student is registered and certified with the National Association of Underwater Instructors (NAUI). A wet suit, weight belt, weights and a buoyancy compensator must be supplied by each student (may be rented). Lab fees additional. Prerequisite: PESP 21 or permission of instructor. (Formerly HSPE)

122. Sailing II 2 s.h.
Spring
Knowledge in and development of skills for sailing. Classroom: teaching of theory; general information and marlinspike seamanship. Practical work consists of practices afloat and an opportunity to apply theory, develop judgment and perfect skills. (Formerly HSPE)

123. Hatha Yoga II 2 s.h.
Spring
Course designed to allow proficient Yoga student to develop physical potential and expand creativity through intense practice of specially designed postures and exercises. Prerequisite: PESP 35. (Formerly HSPE)

130A, 130B. Student Teaching* 4 1/2 s.h. each
Fall, Spring
Sixteen weeks of student teaching including four and one-half days per week in the school and participation in the after-school program. A seminar is conducted in conjunction with student teaching. In 130A, student teaching is done in the elementary school for eight weeks. In 130B, student teaching is done in the secondary school for eight weeks. Hofstra students must complete 130B in order to receive credit for 130A. (Formerly HSPE)

131. Swimming II 1 s.h.
Fall, Spring
Continuation of 31, working toward Swimmer’s and Advanced Swimmer’s American Red Cross Certificates. Prerequisite: PESP 31 or permission of instructor. (Formerly HSPE)

132. Tai Chi Chuan II 2 s.h.
Fall, Spring
For the students who have completed Tai Chi I and wish to deepen their knowledge of form, push hands and application. (Formerly HSPE)

* Recommended for majors.
133. Tennis II 1 s.h. 
Fall, Spring 
Practice in advanced techniques and skills to attain proficiency, rules and game strategy, care and selection of equipment. Students must meet minimal requirements during the first week of class in order to remain in the course. (Formerly HSPE) 

134. Tennis III 2 s.h. 
Fall, Spring 
Instruction and practice in fundamental techniques and skills to attain proficiency (a full semester). Rules and match play in singles and doubles. (Formerly HSPE) 

135. Activity Review I* 1 s.h. 
January, Summer 
Supplementary knowledge of skills in field hockey, soccer, basketball, volleyball, with emphasis on the review of teaching techniques. Individual needs of students are of prime consideration. Prerequisite: team sports. (Formerly HSPE) 

136. Activity Review II* 1 s.h. 
Continuation of 135 with emphasis in lacrosse and individual sports. Prerequisites: lacrosse and individual sports. (Formerly HSPE) 

138A. Methods of Coaching* 3 s.h. 
Fall 
Designed to equip the physical education major student with the concepts of sound coaching principles and training methods in competitive athletics. (Formerly HSPE) 

O fficiating* 
Technique and rules interpretation with the opportunity to secure an official's rating. Majors must complete two of the following courses. Prerequisite: basic skills in appropriate sport or permission of instructor. Open to all students. (Formerly HSPE) 

139. Officiating—Field Hockey 1/2 s.h. 
Fall 

140. Officiating—Basketball 1/2 s.h. 
Fall 

142. Officiating—Football 1/2 s.h. 
Fall 

144. Officiating—Volleyball 1/2 s.h. 
Spring 

145. Officiating—Softball 1/2 s.h. 
Spring 

146. Officiating—Lacrosse 1/2 s.h. 
Spring 

147. Officiating—Track and Field 1/2 s.h. 
Spring 

141. Synchronized Swimming 2 s.h. 
Spring 
Fundamental skill instruction in individual water stunts and group composition. Problems of music selection for water composition. Prerequisite: swimmer's certificate or permission. (Formerly HSPE) 

143. Water Safety Instruction 2 s.h. 
Fall, Spring 
Methods of teaching swimming and life saving techniques. Opportunity for American Red Cross Certificate. Prerequisite: Advanced Life Saving Certificate. (Formerly HSPE) 

149A, 149B. Practicum in Exercise/Wellness 3 s.h. each 
Fall, Spring 
Supervised practicum in an approved setting. Student is placed in an appropriate community adult fitness/wellness center; a corporate wellness program; a fitness and health club; and/or cardiac rehabilitation center. Separate placements can be made for 149A, 149B or student can do all 6 semester hours in one placement under advisement. Prerequisite: PESP 198, 199. (Formerly HSPE) 

150A, 150B. Field Experience: Nonschool Setting 4 1/2 s.h. each 
Fall, Spring 
Supervised practicum in one or more nonschool setting agencies. Students are assigned on the basis of past experiences and career goals. Course does not qualify a candidate for teaching certification. Open to students in a nonteaching track with permission only. (Formerly HSPE) 

151, 152. Readings 1-3 s.h. each 
Fall, January, Spring, Summer 
Individualized course designed to meet special interests of the student and to fill gaps in the student's understanding of physical education and recreation. Ordinarily open only to juniors and seniors who are capable of independent study. Prerequisites: written consent of chairperson of department and of instructor who will serve as tutor. (Formerly HSPE) 

154. Preschool and Elementary Physical Education Content 3 s.h. 
Fall, Spring 
This course is designed to help the preservice physical education teacher acquire the knowledge about preschool and elementary physical education content and methods that will enable him/her to create innovative, developmentally appropriate physical education learning experiences and help children achieve the New York State Learning Standards and NASPE Outcomes for physically educated persons. (Formerly HSPE; Elementary Physical Education Content.) 

154A. Preschool Physical Education Field Experience 1 s.h. 
Fall, January, Spring, Summer 
This course is designed to give the preservice physical education teacher practical experience in teaching physical education in preschool. Prerequisite/corequisite: PESP 154. Pass/D+/D/Fail grade only. 

155. Leisure Interpretation* 3 s.h. 
Fall 
The historical and philosophical development of the role of leisure in the quality of life. An attempt to identify the events, interests and needs of people in pursuit of leisure. (Formerly HSPE) 

156. Leisure Experiences: Seminar and Practicum* 3 s.h. 
Spring 
The identification, investigation and analysis of existing leisure experiences and programs through regularly scheduled seminars and a field experience. Placement is contracted with instructor approval, according to student's interests and needs. Prerequisite: PESP 155 or permission of instructor. (Formerly HSPE) 

159. Sport and Physical Education in Cross-Cultural Context 3 s.h. 
Once a year 
The nature and significance of sport and physical education within selected nations. With consideration to the principal approaches utilized in cross-cultural study, the student focuses upon the identification and systematic analysis of persistent 

* Recommended for majors.
problems in American sport and physical education. Through comparing strategies adopted by nations which reflect contrasting social, political and economic value systems, the student endeavors to formulate plans for domestic change. May be applied toward liberal arts credit. (Formerly HSPE)

161. Care and Prevention of Athletic Injuries 3 s.h.
Spring For students anticipating work with athletic teams as a coach, supervisor, instructor or athletic trainer. Course work includes classroom lectures and practical applications of current athletic training methods. Prerequisites: PESP 60, BIO 103. (Formerly HSPE)

163. Care and Prevention of Athletic Injuries II 3 s.h.
Fall Advanced instruction for students wishing to become nationally certified athletic trainers. This course deals with rehabilitation, conditioning, modality application and injury recognition. Prerequisites: PESP 161, BIO 105. (Formerly HSPE)

163A. Lower Extremity Evaluation 3 s.h.
Fall This is an advanced course in injury recognition and assessment for students intending to become a nationally certified athletic trainer. Course topics include recognition of mechanism of injuries, signs and symptoms of injuries, history and physical evaluation parameters of injuries, pertaining to the down athlete and to the lower extremity. Prerequisites: BIO 103, BIO 105, PESP 161.

163B. Upper Extremity Evaluation 3 s.h.
Spring This is an advanced course in injury recognition and assessment for students to become a nationally certified athletic trainer. Course topics include recognition of mechanism of injuries, signs and symptoms of injuries, history and physical evaluation parameters of injuries sustained to the upper extremity. Prerequisites: BIO 103, BIO 105, PESP 161.

164. Organization and Administration of Physical Education* 3 s.h.
Spring Practices employed in actual physical education programs. Areas of inquiry include finance, facility utilization, intramural and extramural athletics, personnel and public relations. Prerequisites: PESP 130A, 130B or permission of instructor. (Formerly HSPE)

167. Principles of Perceptual Motor Learning 3 s.h.
Fall, Spring Theories and principles of learning applied to motor performance. Analysis and evaluation of variables affecting motor learning and performance with applications to teaching includes laboratory experiences and use of computer and other technology to measure learning and demonstrate motor learning principles. (Formerly HSPE)

168. Advanced Topics in Athletic Training 3 s.h.
Once a year This course is designed to provide the student with current athletic training techniques and topics of interest. Topics include: current literature in the field of athletic training and NATABOC test preparation. (Formerly HSPE)

169. Sport Safety and Use of Protective Equipment in Athletics 3 s.h.
Once a year Course is designed to provide students with the knowledge and skill in the use of protective strapping, padding and equipment in athletics. Included are the proper use and techniques of athletic tapes, plastics, felt and rubber, and commercial athletic equipment. Considerations of equipment standards and rules and regulations are also covered. (Formerly HSPE)

170. Adapted Physical Education 3 s.h.
Fall, Spring Selection and adaptation of physical education activities to meet the individual needs of children with a variety of disabilities including: orthopedic disabilities, visual and hearing impairments, deaf, cognitive disabilities, and emotionally disturbed. Prerequisites: PESP 103 or 104.

170A. Adapted Physical Education Field Experience 1 s.h.
Fall, January, Spring, Summer This course is designed to give the preservice physical education teacher practical experience in teaching physical education in an adapted setting. Prerequisite/corequisite: PESP 170. Pass/D+/D/Fail grade only.

171A-D. Clinical Experience in Athletic Training 1 s.h. each
Fall, Spring This series of courses enables the student to master and apply psychomotor competencies as identified by the Joint Review Committee on Athletic Training (JRCAT). These competencies will be applied during clinical rotations under the direct supervision of a certified athletic trainer. The clinical hours will meet requirements established by the National Athletic Trainer’s Association Board of Certification (NATABOC). Prerequisites: BIO 103, BIO 105, PESP 60, PESP 169.

171A. Topics include: proper technique for removal of equipment from an injured athlete; appropriate stabilization techniques; appropriate splinting techniques.

171B. Topics include: use of postural evaluation procedures; use of commercial fitness equipment to administer standard physical fitness equipment to administer standard physical fitness tests.

171C. Topics include: referral of athletes to physician(s); management and control of common contagious viral and infectious disease; fluid replacement.

171D. Topics include: use of otoscope; use of screening procedures to identify common acquired or congenital risk factors; appropriate testing used in preparticipation screenings.

172. Functional Human Anatomy for Injury Assessment 3 s.h.
Once a year The purpose of this course is to have the student apply anatomical knowledge (bony, landmark, muscle movement) as it pertains to injury assessment. Emphasis is placed on anatomical as well as mechanical considerations in movement to assist the student in understanding the function of these anatomical structures as they relate to sports incurred injuries. Prerequisite or corequisite: BIO 103.

173. Assessment Procedures for Athletic Training 2 s.h.
Fall Students will gain knowledge and develop skills related to the clinical assessment of patients, athletes and/or the environment appropriate to the field of athletic training. Prerequisites: PESP 163A, 163B.

174. Pharmacology for Athletic Trainers 3 s.h.
Spring This course is designed to provide student athletic trainers with

* Recommended for majors.
175. Pathology of Injury and Illness in Athletic Training  3 s.h.
Fall
This course provides knowledge and skills in pathology relating to injuries and illness to the abdominal, thoracic and pelvic regions as well as injuries to the head, face and neck.
Prerequisites: PESP 163A, 163B.

180 through 189, A-Z. Workshops  1-3 s.h. each
Fall, Spring
Designed to meet the needs of specific groups of students or educators from individual schools or districts. As individual subjects are selected, each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken. (Formerly HSPE)

190. Principles and Theory of Therapeutic Exercise  4 s.h.
Fall
This course will focus on the principles and theories of designing and implementing an appropriate therapeutic exercise program for the rehabilitation and reconditioning of general and specific injuries and conditions commonly occurring in individuals who engage in a physically active lifestyle.
Prerequisites: PESP 163A, 163B.

190A. Therapeutic Exercise in Athletic Training  3 s.h.
Spring
Develops knowledge and skills in designing and implementing exercise programs for the reconditioning and rehabilitation of athletic injuries. The criteria for selection and use of various equipment and programs for injuries are discussed.
Prerequisites: PESP 161, 163. (Formerly HSPE)

192. Therapeutic Modalities in Athletic Training  3 s.h.
Once a year
Designed to teach the fundamental principles of various therapeutic modalities including heat, cold, sound, electricity and light. Investigation of the body's physiological response to such modalities as well as criteria for proper selection in treating athletic injuries. Prerequisites: PESP 161, 163. (Formerly HSPE)

194. Internship: Health Fitness Evaluation  3 s.h.
Spring
Supervised internship in evaluating and assessing fitness components of students and athletes (50 hours). Prerequisites: BIO 106 and two fitness activity courses. Pass/D+/D/Fail grade only. (Formerly HSPE)

195. Observations in a Fitness Setting  3 s.h.
Fall
Observation of an ongoing fitness program in an approved setting. Students participate in assessing fitness levels and/or in leading exercise programs. Observation can be in one or more of the following settings: 1) fitness or sports club that does fitness evaluation and training; 2) corporate fitness program; 3) YMCA fitness evaluation program; 4) adult fitness program. (40 hours interning; 10 hours seminar.) Prerequisites: BIO 106, PESP 25, 111B. Pass/D+/D/Fail grade only. (Formerly HSPE)

196. Applied Exercise Physiology: Health and Fitness  3 s.h.
Once a year
Explores the physiological basis and applied aspects of exercise to: 1) maintain and improve cardiovascular and physical fitness; 2) control weight; 3) reduce coronary risk factors; 4) prevent diseases and musculoskeletal injuries; 5) counteract the effects of aging. Prerequisite: BIO 106. (Formerly HSPE)

197. Applied Exercise Physiology: Evaluation Techniques  3 s.h.
Once a year
Principles and techniques of evaluating health and fitness, and prescribing exercise for asymptomatic and symptomatic people. Emphasis placed on exercise by means of heart rate, oxygen uptake, lactic acid, caloric expenditure and rating of perceived exertion. Students administer and serve as subjects for the tests.
Prerequisites: PESP 196, BIO 106. (Formerly HSPE)

198. Implementing Fitness Programs  3 s.h.
Once a year
A course on how to structure adult fitness classes. Active participation in stretching and strengthening techniques. Contraindications and precautions for dealing with people who have low back pain, high blood pressure and limited range of motion. Prerequisites: BIO 106; PESP 25, 35, 38B. (Formerly HSPE)

199. Practicum: Student Fitness Trainer  3 s.h.
Fall, Spring, Summer
Students are assigned two clients for whom they are responsible for developing and implementing a personalized fitness program. Students work individually with faculty advisers to develop appropriate programs for the clients. Students meet with each client for a total of 15 to 18 hours. In addition, interactive group discussions are scheduled bi-weekly during the semester. Exercise Specialist majors. Prerequisite: PESP 194; SGG 041 (New College). (Formerly HSPE)

Physician Assistant Studies (PHA)
Administered by the Department of Biology, Professor Seagull, Chairperson

B.S. Specialization in Physician Assistant Studies: The Physician assistant (PA) is a skilled health care practitioner who provides patient care services under the supervision of a licensed physician. Within the PA/Physician relationship, the PA may exercise significant autonomy in decision making. Physician assistants work in a variety of health care settings, including hospitals, clinics, physicians’ offices and nursing homes. The specific role of a particular PA will vary according to job setting, supervising physician scope of practice, level of experience and state law. This profession requires critical thinking in the context of patient care problems, a commitment to life-long learning and adhering to high ethical standards. This four year program builds upon a liberal arts and science foundation to educate competent and compassionate professionals.

The four-year program includes a two-year liberal arts and science foundation, to educate competent and compassionate professionals (pre-Physician Assistant phase) and a two-year professional phase consisting of a didactic year and clinical year. Once the prerequisite courses have been successfully completed, students should apply to the Physician Assistant Studies Program. Qualified applicants will also have a personal interview with the Physician Assistant Program Admissions committee before acceptance into the program.

Students entering the program after their first year at Hofstra and transfer students are expected to have a minimum overall cumulative grade point average of 2.8 and a minimum grade point average of 2.8 in their science courses. They should apply to the Physician Assistant Studies program directly and submit a personal essay and two letters of recommendation. Qualified applicants will also have a personal interview with the Physician Assistant Program Admissions Committee before acceptance into the program. Students interested in entering the program after their first year at Hofstra and transfer stu-
students are expected to have a minimum cumulative grade point average of 2.8 and a cumulative grade point average of 2.8 in their science courses. They should apply to the Physician Assistant program directly and submit a personal essay as well as two letters of recommendation. Qualified applicants will also have a personal interview with the Physician Assistant Program Admissions Committee before acceptance into the program.

Candidates for graduation must successfully complete the following requirements:

1. The successful completion of at least 147 semester hours. All students must maintain a 2.8 cumulative GPA and a 2.8 science GPA through the Pre-Physician Assistant Phase. Detailed information is provided in the Physician Assistant Program Handbook.

2. At least 74 semester hours in liberal arts courses must be completed before beginning the Professional Phase (didactic year) of the Physician Assistant Program.

3. There are two requirements that must ordinarily be completed in residence at Hofstra: 20 semester hours in the major field of specialization and the last 30 semester hours. The 20 semester hours need not be included within the last 30 hours.

4. The following general requirements: ENGL 1 & 2 or placement examination. Distribution course requirement: for listing of distribution courses, see pages 85-88) 6 semester hours in humanities: 3 hours in appreciation and analysis (literature); 3 hours in creative participation (SPCM 1 or 7); 6 semester hours in social sciences; 3 hours in behavioral social sciences (SOC 4) and 3 hours in history and philosophy.

Note: Students who matriculate at Hofstra with advanced standing, must complete at least 3 semester hours in humanities distribution courses and 3 semester hours in social science distribution courses in residence. In no case may distribution course requirements be taken elsewhere after matriculation at Hofstra.

5. All courses are taught by Hofstra University faculty. During the fourth year (Clinical year) of the program, students are assigned to clinical clerkships at affiliated clinical campuses. Located in a variety of medical settings, these clinical campuses offer training in all disciplines of medicine and provide the opportunity for exposure to a wide variety of patient populations. Currently affiliated clinical campuses include North Shore-Long Island Jewish Health System, Winthrop University Hospital, Southside Hospital, Saint Francis Hospital, Elmhurst Hospital, Nassau University Medical Center, Mercy Hospital, Suffolk Department of Health, Island Hospital, A. Holly Patterson Extended Care Facility, Branch Pediatrics, Healthline of Commack, Family Medical Practices of Long Island, Island Orthopaedics & Sports Medicine, Barbara Mandell, M.D.

6. The following major and additional requirements must be fulfilled:

**FULL-TIME STUDENTS 147 s.h.**

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<th>FOUR YEAR SEQUENCE</th>
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<tr>
<td><strong>First Year (Pre-Physician)</strong></td>
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<td>BIO 103, 105</td>
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**Total Credits in Program 147 s.h.**

**Certificate of Completion**

Certificate of completion in Physician Assistant Studies: The physician assistant (PA) is a skilled healthcare practitioner, who provides patient care services under the supervision of a licensed physician. Within the PA/Physician relationship, the PA may exercise significant autonomy in decision-making. Physician assistants work in a variety of healthcare settings, including hospitals, clinics, physicians’ offices and nursing homes. The specific role of a particular PA will vary according to job setting, supervised physician scope of practice, level of experience and state law. This profession requires critical thinking in the context of patient care problems, a commitment to life-long learning and adherence to high ethical standards.

**Admission Requirements**

The program to a credit-bearing Certificate is only intended for those individuals admitted to the professional phase of the curriculum, who already possess a baccalaureate degree and necessary prerequisites. The following admissions requirements apply to those students seeking entry directly into the PA Studies Program, who already possess a bachelor’s degree:

- General Biology (with laboratory) 8 s.h.
- General Chemistry (with laboratory) 8 s.h.
- Human Anatomy & Physiology 6 s.h.
- Biochemistry 3 s.h.
  - or Organic Chemistry 4 s.h.
Mathematics (statistics preferred) 3 s.h.
Behavioral Sciences 6 s.h.
English Composition 6 s.h.

100 hours of health care experience.
Cumulative Science grade point average of 2.8 or higher
Cumulative grade point average of 2.8 or higher.

All interested candidates should consult their University adviser.
Students will be eligible to apply to the PA program if the following academic standards are achieved:
Cumulative grade point average of 2.8 or higher
Science grade point average of 2.8 or higher
Completion of all required courses.
Documented hours of health care experience.

Students should apply to the Physician Assistant Studies program directly and submit a personal essay and two letters of recommendation. Qualified applicants will also have a personal interview with the Physician Assistant Program Admissions Committee before acceptance into the program.

Candidates for graduation must successfully complete the following:
1. The successful completion of at least 82 semester hours. All students must maintain a 2.33 cumulative grade point average and a 2.33 science grade point average through the professional phase. Detailed information is provided in the Physician Assistant Program Handbook.
2. All courses are taught by Hofstra University faculty. During the clinical clerkships of the program, students are assigned to clinical clerkships at affiliated clinical campuses. Located in a variety of medical settings, these clinical campuses offer training in all disciplines of medicine and provide the opportunity for exposure to a wide variety of patient populations. Currently affiliated clinical campuses include North Shore-Long Island Jewish Health System.
3. The following requirements must be fulfilled:

FULL-TIME STUDENTS 82 s.h.
PHYSICIAN ASSISTANT STUDIES
PROFESSIONAL PHASE
PROGRAM CERTIFICATE OF COMPLETION
27 MONTH SEQUENCE

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Total Credits in Program 82 s.h.

COURSES (PHA)

1. Clinical Experience
   See course description, page 335.

2. Physician Assistant Profession
   See course description, page 335.

112. Physiology
   See course description, page 335.

113. Pathology
   See course description, page 335.

114. Microbiology/Immunology
   See course description, page 335.

115. Physical Diagnosis I
   See course description, page 335.

116. Health Psychology and Behavioral
   See course description, page 335.

117. Pharmacology I
   See course description, page 335.

118. Epidemiology
   See course description, page 335.

119. Diagnostic Modalities
   See course description, page 335.

120. Physical Diagnosis II
   See course description, page 335.

121. Pharmacology II
   See course description, page 335.

122. Pediatrics
   See course description, page 336.

123. Obstetrics/Gynecology
   See course description, page 336.

124. Medicine I
   See course description, page 336.

125. Medicine II
   See course description, page 336.
126. Introduction to Surgery
See course description, page 336.

127. Medicine III
See course description, page 336.

128. Medicine IV
See course description, page 336.

129. Surgery
See course description, page 336.

130. Medical Ethics
See course description, page 336.

131. Emergency Medicine
See course description, page 336.

150. Primary Care Clerkship
See course description, page 336.

155. Internal Medicine Clerkship
See course description, page 336.

160. Obstetrics/Gynecology Clerkship
See course description, page 337.

165. Surgery Clerkship
See course description, page 337.

170. Emergency Medicine Clerkship
See course description, page 337.

175. Long Term Care Clerkship
See course description, page 337.

180. Pediatrics Clerkship
See course description, page 337.

185. Psychiatry Clerkship
See course description, page 337.

190. Elective Clerkship
See course description, page 337.

Physics and Astronomy

Physics courses are listed below. Astronomy courses are listed alphabetically.
Professor Hastings, Chairperson

Associate Professors Edwards, Garuthara, Levine; Assistant Professors Bochner, Lawrence, Starykh.

Physics (PHYS)

Administered by the Department of Physics and Astronomy. Professor Hastings, Chairperson

B.A. SPECIALIZATION IN PHYSICS: PHYS 11A & 12A and 11B, 12B; 104, 118, 135, 136, 137, 140, 159; three additional credits of advanced physics laboratory; MATH 19, 20, 29 and 131; CHEM 3A & 4A, 3B & 4B; PHYS 11A & 12A, 11B, 12B; three intermediate level courses, or two intermediate level courses and an intermediate laboratory.

See complete B.A. requirements, page 82.

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

Candidates for graduation must fulfill the following requirements:

1. The successful completion of at least 124 semester hours and a cumulative grade point average of 2.0 in work completed at Hofstra. Military Science 1C, 1E, 2C, 2E and associated leadership laboratories may not be counted toward this total semester hour requirement.

2. At least 65 semester hours must be in liberal arts courses outside of the Department of Physics.

3. There are two requirements that must ordinarily be completed in residence at Hofstra: 15 semester hours in the major field of specialization and the last 30 semester hours. The 15 semester hours need not be included within the last 30 hours.

4. And the following requirements: ENGL 1 & 2*; six hours of humanities electives; six hours in social science electives; MATH 19, 20, 29, 131; CHEM 3A & 4A, 3B & 4B; PHYS 11A & 12A, 11B, 12B, 104, 118, 135, 136, 137, 140, 141, 142, 155, 156, 159, 160, 161, 163, 164; ENGG 1 (evening only); ENGG 9A, 9B, 10 (day only); ENGG 30, 33, 34, 192.

TEACHING OF HIGH SCHOOL PHYSICS AND GENERAL SCIENCE, see page 303.

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

COURSES (PHYS)

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

1A & 2A. (NS) Elementary Physics 3 s.h. each Fall, Spring
Fundamental laws and principles of mechanics, heat, sound, light, electricity and magnetism. Students must take 1B & 2B concurrently unless credit has already been received for the equivalent. Recommended for all premedical and predental students not majoring in chemistry. Prerequisites: 1 unit high school algebra, 1 unit plane geometry. (3 hours lecture, 1 hour recitation.) Credit given for these courses or PHYS 11A & 12A, but not for both.

1B & 2B. (NS) Elementary Physics Laboratory 1 s.h. each Fall, Spring
Laboratory exercises to accompany 1A & 2A. Must be taken concurrently. Credit given for these courses or for PHYS 11B and 12B, but not for both.

4. (NS) Conceptual Physics 3 s.h. Fall, Spring
The seven fundamental laws of classical physics—Newton's three laws of motion, and the four laws of electricity and magnetism are examined in the context of the history of ideas and development of modern science and technology. The objective is to illustrate the universality of these laws in explaining all nonrelativistic, macroscopic phenomena and to provide perspective on the traditional search by physicists for universal laws. (4 hours lecture/laboratory weekly.)

* See University Degree Requirements, page 74.
5. (NS) **Light** 3 s.h.
   Spring
   A study of the principles of reflection, refraction, interference, diffraction, polarization, emission and amplification of light. Topics include the kaleidoscope, the rainbow, diamonds, human vision, the science of color, black light, the color of sunsets, lasers and holography. For nonscience majors. (2 hours lecture, 2 hours laboratory.) Prerequisites: 1 unit high school algebra; 1 unit plane geometry.

6. (NS) **Acoustics, Music and Speech** 3 s.h.
   Fall, Spring
   Fundamental physics of sound; production, propagation and detection. Emphasis is placed on musical instruments and human voice and hearing. Sound reproduction, architectural acoustics and noise considerations are studied. (2 hours lecture, 2 hours laboratory.) Prerequisites: high school algebra and geometry. Credit given for this course or PHYS 7 or 8.

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

11A & 12A. (NS) **General Physics** 4 s.h. each
   Fall, Spring
   Fundamental laws and principles of mechanics, heat, sound, light, electricity and magnetism. Students must take 11B, 12B concurrently unless credit has already been received for the equivalent. 11A & 12A apply towards the natural science distribution requirement only upon successful completion of the corresponding laboratory course(s) 11B and/or 12B. Prerequisite or corequisites: MATH 19, 20. Engineering students are exempt from taking 12B, with approval of adviser. Credit given for these courses or PHYS 1A & 2A, but not for both.

11B. (NS) **General Physics Laboratory** 1 s.h.
   Fall, Spring
   Laboratory exercises to accompany 11A. Must be taken concurrently. Credit given for this course or PHYS 1B, but not for both.

11C. **Exercises and Problems** 2 s.h.
   Fall, Spring
   Supervised problem solving to be taken in conjunction with PHYS 11A on recommendation of adviser. No degree credit.

12B. (NS) **General Physics Laboratory** 1 s.h.
   Fall, Spring
   Laboratory exercises to accompany 12A. Must be taken concurrently. Credit given for this course or PHYS 2B, but not for both.

17, 18. **Elements of Physics for Engineers** 4 s.h. each
   See course description, page 337.

100. **Honors Program** 3 s.h.
   Fall, Spring
   Research into a physical problem, either experimental or theoretical. Open only to senior physics majors who are eligible for and desire to graduate with departmental honors. Interested students must secure, before registration, written permission of the chairman and instructor who will supervise the investigation.

102. **Medical and Biological Physics** 3 s.h.
   Fall
   The application of physics to biology, medicine and dentistry. Topics include vision and hearing, lasers, ultrasound, X-rays, nuclear medicine, diffusion and transport processes. Prerequisite: PHYS 2A or 12A.

104. **Electricity and Magnetism** 3 s.h.
   Every other year
   Fundamentals of electromagnetic theory. Vector analysis, Maxwell's equations, electrostatics, magnetostatics, electromagnetic waves. Prerequisite: PHYS 12A. Corequisite: MATH 131 or permission of department.

118. **Modern Physics** 3 s.h.
   Fall
   Elements of relativity and atomic spectra, foundations of quantum theory, selected topics in wave mechanics, nuclear physics and solid state physics. Prerequisite: PHYS 12A or 18.

119, 120. **Nuclear Engineering Laboratory** 1 s.h. each
   Periodically
   Geiger, scintillation, gas flow and semiconductor detector counting; alpha, beta and gamma spectra; neutron cross sections and activation analysis. (3 hours laboratory.) Prerequisite or corequisite: PHYS 11B.

125, 126. **Introduction to Stellar and Galactic Astrophysics** 3 s.h. each
   Periodically
   The technical bases of star, galaxy and extra galactic phenomena including birth and death of the various formations, stellar interiors and astrophysics, the physical principles underlying cosmic phenomena. Prerequisites: PHYS 11A & 12A, 11B, 12B and 118 or permission of chairperson.

127. **Lasers** 3 s.h.
   Periodically
   An introduction to the theory, design and applications of lasers: the technical nature of gas and solid state lasers including semiconductor lasers, continuous and pulsed lasers, the physical bases of laser operations and applications. Prerequisites: PHYS 104, 118 and 135 or equivalent.

135. **Optics** 3 s.h.
   Every other year
   Propagation of light as an electromagnetic wave, its vectorial nature, relativistic optics, coherence and interference. Fresnel and Fraunhofer diffraction, the optics of solids, lasers and holography. Prerequisite: PHYS 104.

136. **Thermodynamics** 3 s.h.
   Periodically

137. **Optics Laboratory** 1 s.h.
   Periodically
   Laboratory to accompany PHYS 135.

140. **Mechanics** 3 s.h.
   Every other Fall
   Motion of a particle in one, two and three dimensions, motion of a system of particles, rigid bodies, gravitation, moving coordinate systems, wave propagation along a string, Lagrange's equations. Hamilton's equations. Prerequisites: PHYS 11A, 11B and differential equations.

141, 142. **Introduction to Theoretical Physics** 3 s.h. each
   Every other year
   Analytical treatment of mechanics, electricity and magnetism; Lagrange's and Hamilton's equations; Maxwell's equations applied to electricity and optics, quantum mechanics. Prerequisites: MATH 131, PHYS 118. Prerequisite or corequisite: PHYS 104, 140.
B. Comparative Politics: 108, 110, 118, 130, 132, 133, 139, 144, 146, 193 and Seminar 154.
C. International Relations and Politics: 133, 134, 137, 192 and Seminar 152.

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

SPECIAL ACADEMIC PROJECTS CONCENTRATING IN POLITICAL SCIENCE, for enrollment, see page 131.

See complete B.A. requirements, page 82.

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

MINOR IN INTERNATIONAL AFFAIRS, see page 230.

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

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

Pi Sigma Alpha: a national political science honor society, see page 78.

TEACHING OF HIGH SCHOOL SOCIAL STUDIES, see page 303.

COURSES (PSC)
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.

For both majors and non-majors, it is strongly recommended that, before taking advanced courses in American Government and Politics (PSC 103, 111, 114, 115, 120, 121, 122, 126, 127, 128, 129, 147), PSC 1 be taken first. Only students who have a clear understanding of the workings of the American system of government should consider taking advanced courses in American Government and Politics without first taking the introductory course.

1. (BH) American Politics
   Fall, Spring
   Analysis of ideas, institutions and processes of the system with frequent focus on current controversies. Credit given for this course or New College SPSG 2, not both.

2. (BH) Comparative Politics
   See course description, page 337.

100. Honors Essay
   Fall, Spring
   The research for and the writing of a substantial essay in the field of political science. Open only to senior political science majors who are eligible for and desire to graduate with departmental honors. Interested students must secure, before registration, written permission of the instructor who will supervise the essay.
105. Contemporary Issues in American Politics 3 s.h.
Once a year
The content, development, conflict over and consequences of major public policies; analysis of the policies and their relationship to the underlying social problems and forces.

108. Politics of the Middle East 3 s.h.
Once a year
Examination and study of the major political problems of the area; nationalisms and their unifying and dividing elements; international politics of the region; intranational patterns and conflicts; geographic, economic and strategic determinants; regional unity; and the Arab-Israeli conflict in both regional and international perspectives.

110. (BH, CC) African Politics 3 s.h.
Fall, Spring
Investigation of the political culture of Africa which combines indigenous heritage and culture with European colonial influences; and a comparative analysis of political development in African states including struggles for democratization, nation-building and socioeconomic development.

111. Politics of Race in the United States 3 s.h.
Every other year
An analysis in depth of the manner in which racial considerations have shaped the American political culture and the extent to which these considerations have affected the formation of public policy on all levels of government. The main emphasis, however, shall be on the national level.

113. Technology and Defense Policy 3 s.h.
Periodically
Emphasis on weapons technology (ABM's long range missiles, nuclear weapons) and how evolving technology influences and is in turn, influenced by changing policies in military security and arms control. Analysis of major U.S. policy decisions concerning strategies, arms control and military systems. The technological, environmental, political, strategic and budgetary factors affecting these decisions are examined. Same as TPP 113.

114. Political Parties and the Voter 3 s.h.
Fall
The role and functions of party organizations and interest groups, the political behavior of the electorate.

115. State and Metropolitan Politics and Governments 3 s.h.
Periodically
The politics, governments and policies of state and local governments, with emphasis on metropolitan areas including especially greater New York and Long Island.

118. Political Economy of Turkey 3 s.h.
See course description, page 337.

120. (BH) Law and Politics: Judicial Process 3 s.h.
Fall
Structure and functions of the judicial-legal process; political influences upon and policy impacts of judicial decision making; judicial recruitment, roles and motivation; the legal profession as judicial context.

121. The American Presidency 3 s.h.
Fall
The Presidency in the context of domestic and international politics; powers and duties of the office; the multiple roles of the executive, emergent problems, changing conditions and conceptions of the office, and proposals for change in the selection process and in the organization and operation of the office.

122. Congress: National Legislative Process 3 s.h.
Spring
Decision making in the legislative arena; functions and their changing character, constitutional and political sources of limitations of power and authority, the politics of party and constituency, internal processes and behavior.

126. (BH) Politics of Public Administration 3 s.h.
Spring
An introduction to the concepts involved in the execution of public policy: functions of bureaucracy, theories of organization, decision making and budgeting.

127. Constitutional Law 3 s.h.
Fall
Development and significance of American constitutional doctrines: judicial review, separation of powers, powers of President, Congress and Federalism. Credit given for this course or New College SPSG 4, not both.

128. The Constitution: Political Freedom and Civil Liberties 3 s.h.
Spring
Problems of racial equality, political and religious freedoms, limits on state and federal governments; the judicial function in defining the rights and duties of citizens.

129. (BH) The Administration of Justice in America 3 s.h.
Periodically
Examination of criminal justice and of the meaning of due process of law, political and judicial responses to these issues.

130. Latin American and Caribbean Politics 3 s.h.
Every other year
Comparative study of selected aspects of Latin-American political behavior, with particular attention devoted to social stratification, political elites, power structures and political change. (Formerly Latin-American Politics.)

132. Comparative European Governments 3 s.h.
Fall, Spring
Comparative study of the social bases, institutions, methods and problems of the major governments.

133. Politics of the European Union 3 s.h.
Every other year
Study of the political forces affecting attempts at integration of the European Union. Includes economic relations, international relations and institutions. Comparison with other recent efforts at regional unification. (Formerly Politics of the Common Market.)

134. American Foreign Policy 3 s.h.
Once a year
Processes of foreign policy formulation and execution; the objectives, methods and consequences of major trends in American foreign policy; analysis and application of theoretical constructs.

135. International Politics 3 s.h.
Fall, Spring
Examination and analysis of basic factors of national power, the formation and execution of national policy and the interaction of nations in conflict and cooperation.

137. World Organization and International Law 3 s.h.
Every other year
Patterns of world organization, problems of development and application of international law.
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<td>139. Russia: Post-Soviet Politics</td>
<td>3 s.h.</td>
<td>Periodically Transitional politics in Russia and the former Soviet Republics, with consideration of theory and practices of communism in the Soviet era. (Formerly Communism and Soviet Politics.)</td>
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<tr>
<td>141. American Political Thought</td>
<td>3 s.h.</td>
<td>Periodically Examination of major movements and theorists from colonial-puritanical beginnings to democratic socialism and the “New Left”, from Thomas Paine and Thomas Jefferson to Herbert Marcuse and Michael Harrington. Credit given for this course or New College SP5 I, not both.</td>
</tr>
<tr>
<td>142. Western Political Theory: Plato to Hobbes</td>
<td>3 s.h.</td>
<td>Fall The great ideas, ideals and theories of man; authority, freedom and policy as seen in the works of the great theorists.</td>
</tr>
<tr>
<td>143. Ideas in Conflict: Modern Democratic and Totalitarian Political Thought</td>
<td>3 s.h.</td>
<td>Spring The development of liberal democracy, of radicalism, socialism, anarchism and totalitarianism in the modern period.</td>
</tr>
<tr>
<td>144. (BH, CC) Asian Politics and Government</td>
<td>3 s.h.</td>
<td>Spring A comparative study of government and the political process in selected Asian countries, the politics of transition to modern nation-states.</td>
</tr>
<tr>
<td>146. China: Government and Politics</td>
<td>3 s.h.</td>
<td>Every other year The rise of communism in 20th-century China, governmental structure and policies, the roles of the Communist Party and ideology in the political process of a modernizing nation.</td>
</tr>
<tr>
<td>147. Public Opinion and Political Communications</td>
<td>3 s.h.</td>
<td>Spring The relation between personal traits, group needs and norms, social and economic forces, political persuasion and governmental decisions, studies in electoral and other political behavior, communication and opinion polling.</td>
</tr>
<tr>
<td>148. Contemporary Political Analysis</td>
<td>3 s.h.</td>
<td>Periodically Examination of the various contemporary approaches to the study of politics; scope, methods and objectives of contemporary political analysis. Seminars: PSC 151, 152, 153 and 154 are advanced courses in the analysis of major political problems involving reading, discussion and writing; includes two-hour weekly seminar sessions and individual conferences with instructor. Permission of department is required.</td>
</tr>
<tr>
<td>151. Seminar: American Politics</td>
<td>3 s.h.</td>
<td>Periodically With the permission of the chairperson, this course may be repeated when the course content varies sufficiently from previous semesters.</td>
</tr>
<tr>
<td>152. Seminar: International Politics</td>
<td>3 s.h.</td>
<td>Periodically With the permission of the chairperson, this course may be repeated when the course content varies sufficiently from previous semesters.</td>
</tr>
<tr>
<td>153. Seminar: Political Theory</td>
<td>3 s.h.</td>
<td>Periodically With the permission of the chairperson, this course may be repeated when the course content varies sufficiently from previous semesters.</td>
</tr>
<tr>
<td>154. Seminar: Comparative Politics</td>
<td>3 s.h.</td>
<td>Periodically With the permission of the chairperson, this course may be repeated when the course content varies sufficiently from previous semesters.</td>
</tr>
<tr>
<td>161, 162. Independent Readings in Political Science</td>
<td>1-3 s.h. each</td>
<td>Fall, Spring Individualized reading course designed to meet special interests of the student to and fill gaps in the student's understanding of political science. Ordinarily open only to juniors and seniors who are capable of independent study. Prerequisite: written consent by a member of department to serve as the tutor. (Formerly Readings.)</td>
</tr>
<tr>
<td>192. Field Study at the United Nations</td>
<td>3 s.h.</td>
<td>January This course takes advantage of Hofstra's proximity to the United Nations and its related organizations in New York City. About half of the time available in this course will be devoted to learning about the institution and work of the UN itself. The other half will consist of briefings from the various embassies representing their nations at the UN. Students will have the opportunity to interact directly with diplomats and high level staff who do the actual work of global politics. With the exception of the first, organizational, meeting, which will be held on campus, all other sessions will be held in Manhattan. (Formerly Workshop: United States in the United Nations.)</td>
</tr>
<tr>
<td>193. Political Corruption</td>
<td>2 s.h.</td>
<td>Periodically A study of the characteristics of political corruption in a variety of contexts; analysis of standards, behavioral norms; administrative, legislative and electoral corruption; modernization and corruption. The approach will be comparative but the central focus is American politics.</td>
</tr>
<tr>
<td>195. Introduction to Administration</td>
<td>3 s.h.</td>
<td>Periodically Identify patterns and principles of administration common to the fields of business, education, health and medicine, and public administration. The functional categories of decision making (planning), organizing, allocating resources, directing, controlling, communications and leadership are treated. Credit given for this course or EADM 200.</td>
</tr>
</tbody>
</table>

**Portuguese (PORT)**

Administered by the Department of Romance Languages and Literatures. Professor Cao, Chairperson.

1. **Elementary Portuguese** 3 s.h. Fall Fundamentals of structure. Oral drills.

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

3. **Intermediate Portuguese** 3 s.h. Fall Reinforcement of the structure of Brazilian-Portuguese through discussions and compositions based on selected readings on Luso-Brazilian culture and civilization. Prerequisite: PORT 2.
4. Intermediate Portuguese 3 s.h.
Spring
Readings in contemporary Luso-Brazilian literature.
Prerequisite: Portuguese 3.

Predental Studies

See Premedical Studies

Prelaw Studies

The term prelaw is used to identify any student interested in the study of law. While there is no set prelaw curriculum or major, a well-balanced academic program including English, public speaking, history, philosophy, political science, economics, natural science and language is recommended. A prelaw adviser is available for students in the Office of Academic Advisement. The prelaw adviser assists students in course selection and in planning for the Law School selection and application process. The prelaw adviser also provides students with regular advisement in their respective academic department.

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

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

Psychology (PSY)

Professor Motta, Chairperson

Professors Kaplan, Kassinove, Levinthai, Metlay, Motta, O'Brien, Sanderson, Schare, Schmelkin, Tsytgave, Valenti; Associate Professors Barnes, Blaine, Cox, Dill, Guarnaccia, Johnson, Meller, Ohr, Serper, Shahani-Dening; Assistant Professors Brown, Chaiken, Masnick, Shapiro, Theodore.

The Leo A. Guthart Distinguished Professorship in Teaching Excellence is held by Dr. Lilora Pedhaour Schmelkin, Professor of Psychology. See page 333.

The Dr. Mervin Livingston Schloss Distinguished Professorship for the Study of Disabilities. See page 333.

B.A. Specialization in Psychology: PSY 1, 140, 141; at least one course from the 190-199 series, plus 18 hours of electives in psychology (33 hours in all). At least six hours of electives must be selected from the following courses: PSY 110, 111, 159, 164, 171, 177 or 178. Students considering the possibility of graduate work are advised to take PSY 171, 177 and 178. In addition to a general course of study, in consultation with a departmental adviser, concentrations are available in clinical, counseling or school psychology, general or experimental psychology, industrial and organizational psychology, and careers in health related fields. Students who plan to pursue graduate work in allied fields are urged to take an undergradu-
ate course in statistics and at least one laboratory course in psychology.

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

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

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

PSY 1 is prerequisite to all psychology courses, except for PSY 7. Students completing PSY 7 and PSY 25 must still complete PSY 1 before taking other psychology courses.

1. Introduction to Psychology 3 s.h. 
   Fall, Spring, Summer 
   Methods of investigation and basic principles of psychological functioning including perception, motivation, learning and personality theory; introduction to abnormal psychology including case studies, diagnostic terminology and diverse treatment modes. Various other psychological topics will be considered. Prerequisite to all other psychology courses. Credit given for this course or New College SPB 1, not both.

2. Current Psychological Issues 3 s.h. 
   Periodically 
   Detailed exploration of several psychological topics of important social relevance (e.g., recent topics have included mental health, alcoholism, drug addictions, interpersonal abuse, sexuality). Topics vary depending on their social significance. Guest speakers representing the fields of psychology, psychiatry and social work are featured. Students are required to submit independent research papers on each topic. Recommended for second-semester freshmen and sophomores.

7. Fundamental Perspectives in Psychology 3 s.h. 
   Fall, Spring 
   Detailed examination of selected major areas of research in psychology, such as natural and artificial intelligence, and physiological and psychological aspects of emotionality.

12. Psychology and the Law 3 s.h. 
   Fall, Spring 
   An examination of the ways psychological principles are applied to the criminal justice field, family law and civil litigation. Topics include victim research, jury selection and courtroom procedures, psychological assessment of the offender, child custody procedures and divorce suits. Credit given for this course or New College SPG 10, not both. (Formerly PSY 112.)

25. Psychology of Prejudice 3 s.h. 
   For course description, see page 337.

26. Psychology of Women 3 s.h. 
   Once a year 
   Exploration of current research into the perceptual, motivational, physiological, intellectual and interpersonal aspects of the behavior of women. Emphasis will be placed on sex-role development and the impact on the feminine personality of prevailing attitudes about women. Prerequisite: junior standing or higher. (Formerly PSY 126.)
58. Theory and Principles of Psychotherapy 3 s.h.
Once a year
Survey and classification of individual and group psychotherapies commonly used today. Comparative analysis of the principles and practices of the psychoanalytic, experiential and behavior schools of therapy as well as review of the different philosophical and psychological tenets which are basic to each of these systems. (Formerly PSY 158.)

60. Psychology of Physical Disability 3 s.h.
Once a year
Psychological factors in disability and adjustment to disability. (Formerly PSY 160.)

61. (BH) Comparative Psychology 3 s.h.
Once a year
Exploration of the ways in which comparisons among species have revealed general principles of behavior, including the roles of individual experience, evolutionary history, and physiological mechanisms. Specific topics include mating systems, parental care, aggression, cooperation, communication, and sensory systems. (Formerly PSY 161.)

62. Psychology of Dreams 3 s.h.
Once a year
The psychology of primary process thinking. Major theories of dreaming, e.g., Freud, Jung, Hall, Perls, etc. The course will deal with both theories and empirical data as well as practical applications. (Formerly PSY 162.)

63. Adult Psychology 3 s.h.
Once a year
The current status of psychological knowledge about adulthood and aging. A broad topical coverage of the chronology of adult experience using a problem-centered, interdisciplinary approach to understanding adulthood, maturity and old age. (Formerly PSY 163.)

65. Psychological Aspects of Psychotropic Medication 1 s.h.
Periodically
Current trends in psychotropic medication used to control atypical behavioral and emotional states. Emphasis will be on the positive and negative effects on normal and abnormal states. (Formerly PSY 165.)

76. The Psychology of Hypnosis 3 s.h.
Once a year
Major theories of hypnosis. The phenomena elicitable under hypnosis and its clinical application and techniques. The course will cover both research and clinical applications. Permission of instructor. (Formerly PSY 176.)

85. Psychological Aspects of Human Sexual Behavior 3 s.h.
Fall, Spring, Summer
Focus on behavioral, emotional and cognitive components of human sexual behavior. Normal and deviant syndromes are considered. Credit given for this course or New College SGG 1/ISGG 3. (Formerly PSY 185.)

88. Theories and Practice of Interviewing 3 s.h.
Periodically
Emphasis upon the data obtained from the initial interview, reporting of test findings and establishment of rapport. No liberal arts credit. (Formerly PSY 188.)

89. Health Psychology and Behavioral Medicine 3 s.h.
Once a year
Review and analysis of the current trend toward the integration of behavioral methodologies with diagnosed medical problems. Topics include the origins, theory and treatment regarding alcohol and chemical dependency, smoking, obesity, and stress-related disorders, as well as headache and other pain disorders. (Formerly PSY 189.)

100. Honors in Psychology 3-4 s.h.
Fall, Spring
The research for and the writing of a substantial essay in the field of psychology such as a major literature review or an original experiment. Open only to senior psychology majors who are eligible for and desire to graduate with departmental honors. Interested students must secure the written permission of a full-time faculty member who will supervise the project. An oral defense will be conducted at the conclusion of the project.

101. Major Concepts in Psychology 1 s.h.
Periodically
An in-depth exploration of a significant historical, theoretical, empirical or methodological concept in the field. Subjects vary, topics to be announced.

102. Major Figures in Psychology 1 s.h.
Periodically
An in-depth exploration of the contributions of one major theorist, researcher or practitioner in the field. The goal of the course is to gain understanding of the impact of this psychologist's life and work on the progress of psychological inquiry and perspective. Subjects vary, topics to be announced.

110. Principles of Learning and Behavior 3 s.h.
Periodically
Basic concepts and principles of learning and conditioning with animals and human beings. Prerequisite: PSY 141 or permission of instructor.

111. Behavior Modification 3 s.h.
Fall, Spring
Major principles of behavior modification through the application of reinforcement and token economies, techniques of self-control, desensitization, relaxation and biofeedback will be studied. Prerequisite: PSY 141 or permission of instructor.

140. Measurement and Statistics 4 s.h.
Fall, Spring, Summer
Application of fundamental statistical and measurement concepts to psychological data analysis and test construction. Topics include scales of measurement, measures of central tendency and variability, sampling and tests of significance, correlation, standard scores, reliability and validity. (3 hours lecture, 3 hours laboratory.) Credit given for this course or QM 1 or SOC 180 or BIO 100 or MATH 8 or New College S 91 or QTB 2.

141. Research Methods and Design 4 s.h.
Fall, Spring, Summer
Major principles of research and data collection techniques in experimental psychology. Laboratory work with animals and/or human beings includes research in selected topics. (3 hours lecture, 3 hours laboratory.) Prerequisite: PSY 140 or equivalent. Students are advised to take this course no later than their junior year.

151 & 152. Independent Readings in Psychology 1-4 s.h. each
Fall, Spring
Individual written report based on assigned readings. Open only to seniors with permission of department chairperson.

159. Social Psychology 3 s.h.
Fall, Spring
Study of basic issues including social perception, prejudice, attitude theory and methodology. Credit given for this course or New College SPG 9, not both.
164. **Perception and Cognition** 3 s.h.  
Once a year  
Presentation and discussion of explanatory models, experimental results and conclusions for the phenomena of perception, language, memory, problem solving and creative processes. Prerequisite: PSY 141 or permission of instructor.

171. **History of Psychology** 3 s.h.  
Once a year  
The historical development of significant psychological concepts, theories and systems. The focus and far-ranging content of this course serves to provide an overall synthesis of the major subfields of psychology. Designed for advanced undergraduate majors in psychology. Prerequisite: PSY 141 or permission of instructor.

173, 174. **Senior Seminar** 3 s.h. each  
Periodically  
Investigation of problems of theoretical interest in several areas of psychology. Sections will be planned for different topics. Prerequisite: permission of instructor.

177. **Biopsychology** 3 s.h.  
Fall, Spring  
Biological bases of language, sensation, perception, movement, arousal, sleep, motivation, emotionality, learning, memory, mental disorders, and drug-taking behavior. Prerequisite: PSY 141 or permission of instructor. Credit given for this course or New College SPG 13/NGG 1. (Formerly *Physiological Psychology*.)

178. **Psychological Testing** 3 s.h.  
Periodically  
Review of basic measurement concepts. Examination of tests of intelligence, personality, attitude and special abilities. Ethical issues in psychological testing. Prerequisite: PSY 141 or permission of instructor.

179. **Practicum in Psychological Testing** 3 s.h.  
Periodically  
Practice under supervision of administration and evaluation of tests suitable for use in job analysis and personnel psychology. No liberal arts credit.

180. **Work Motivation: Theory and Applications** 3 s.h.  
See course description, page 337.

181. **Leadership and Group Processes** 3 s.h.  
See course description, page 338.

182. **Advanced Data Analysis** 1 s.h.  
Once a year  
Advanced data analytic skills such as multiple regression, path analysis, and MANOVA are taught using statistics software. Prerequisite: PSY 140 or equivalent. (Formerly PSY 82. *Computer Statistics for the Behavioral Sciences*.)

183. **Capstone Research Integration Course** 3 s.h.  
See course description, page 338.

190. **Research Seminar: Cognitive Psychology** 4 s.h.  
Once a year  
Problems and methods of research on selected areas of human cognition, such as perception, memory, and problem solving. (3 hours lecture, 3 hours laboratory.) Prerequisites: PSY 141, and either PSY 111 or 164 or 177 or equivalent. (Formerly *Research Seminar: Experimental Psychology*.)

192. **Research Seminar: Operant Behavior** 4 s.h.  
Every other year  
Study and selected applications of behavioral laws typical of such problem areas as motivation, discrimination learning, punishment, etc. Practical experience with procedures and apparatus used with animal subjects will be provided in weekly laboratory sessions. Prerequisite: PSY 141.

194. **Research Seminar: Biopsychology** 4 s.h.  
Periodically  
Demonstrations and practice of the basic techniques used in modern research in physiological psychology. (3 hours lecture, 3 hours laboratory.) Prerequisite: PSY 141, 177 or equivalent. (Formerly *Research Seminar: Physiological Psychology*.)

196. **Research Seminar: Developmental Psychology** 4 s.h.  
Fall, Spring  
Problems and methods of psychological research focusing on children and adolescents. Examination of basic experimental designs and consideration of ethical issues in developmental psychological research. (3 hours lecture, 3 hours laboratory.) Prerequisites: PSY 141 and either 33 or 34 or 111 or equivalent.

197. **Research Seminar: Industrial Psychology** 4 s.h.  
Every other year  
Problems and methods of psychological research in organizational and industrial settings. Examination of basic experimental designs. Fieldwork will be included. (3 hours lecture, 3 hours laboratory.) Prerequisites: PSY 141 and either 33 or 34 or 111 or equivalent.

198. **Research Seminar: Social Psychology** 4 s.h.  
Every other year  
Experience in selected areas including small group processes, attitude change, leadership, laboratory exercises and fieldwork will be included. (3 hours lecture, 3 hours laboratory.) Prerequisites: PSY 141 and 159 or equivalent.

199. **Research Seminar: Clinical Psychology** 4 s.h.  
Once a year  
Evaluation of clinical research in the areas of assessment and diagnosis, psychopathology models and psychotherapy effectiveness. Several laboratory projects will be carried out. Prerequisites: PSY 39, 141.

**Publishing Studies**

See English and Freshman Composition

**Public Affairs**

Administered by the Department of Political Science, Professor Landis, Chairperson

Associate Professor of Political Science Himelfarb, Adviser

**MINOR IN PUBLIC AFFAIRS** is an interdisciplinary program, consisting of the successful completion of 18 semester hours, with at least six credits taken in residence. At least 12 semester hours must be taken outside the student’s major department.

A. Required

PSC 105. **Contemporary Issues in American Politics**, 3 s.h.

B. Three semester hours chosen from each of the following categories, for a total of six semester hours:

1. **The Values Context of Public Policy**
   - ECO 144. **History of Economic Thought**, 3 s.h.
   - 150. **Modern Economic Theory**, 3 s.h.

2. **Social & Political Philosophy**
   - PHI 20. **Social & Political Philosophy**, 3 s.h.
   - 141. **American Political Thought**, 3 s.h.
   - 142. **Western Political Theory: Plato to Hobbes**, 3 s.h.
   - 143. **Ideas in Conflict: Modern Democratic & Totalitarian Political Thought**, 3 s.h.
2. The Makers and Implementers of Public Policy
   PSC 120. Law & Politics: Judicial Process, 3 s.h.
   121. The American Presidency, 3 s.h.
   122. Congress: National Legislative Process, 3 s.h.
   126. The Politics of Public Administration, 3 s.h.
C. Nine semester hours chosen from one of the following policy areas:
   1. Communications Issues
      MASS 104. Media & the Law, 3 s.h.
      PSC 147. Public Opinion & Political Communication, 3 s.h.
      TPP 116. Technology & Communications Policy, 3 s.h.
   2. Economic Issues
      LEGL 114. Labor & Employment Law, 3 s.h.
      ECO 7. Explorations of Current Economic Issues, 3 s.h.
      125. Monetary Economics, 3 s.h.
      131. Government & Business, 3 s.h.
      132. Intermediate Macroeconomics, 3 s.h.
      136. Public Finance & Fiscal Policy, 3 s.h.
      141C. Labor Economics, 3 s.h.
      143. Economic Development, 3 s.h.
   3. Environmental and Energy Issues
      BIO 114. General Ecology, 3 s.h.
      CHEM 185. Environmental Chemistry, 3 s.h.
      ECO 10. Economics, Environment & Community, 3 s.h.
      GEOG 102. Population, Resources & Environment, 3 s.h.
      GEOL 5. Environmental Geology & Natural Hazards, 3 s.h.
      9. Introduction to Earth Resources, 3 s.h.
      10. Environmental Geology, 3 s.h.
      HPFS 68. Environmental Health, 3 s.h.
      TPP 1. Introduction to Environmental Systems, 3 s.h.
      110. Energy & Society, 3 s.h.
      115. Environmental Planning, 3 s.h.
   4. Health Issues
      ANTH 117. Medical Anthropology, 3 s.h.
      HPF 63. Community Health Care & Services, 3 s.h.
      65. Ethical, Legal & Critical Health Problems, 3 s.h.
      68. Environmental Health, 3 s.h.
      160. International Health Issues, 3 s.h.
      SOC 8. Sociology of Substance Abuse, 3 s.h.
      104. Sociology of Health & Medicine, 3 s.h.
   5. International Issues
      ANTH 32. Women & Development, 3 s.h.
      LEGL 117. Law in the Global Economy, 3 s.h.
      ECO 142. International Economics, 3 s.h.
      HPFS 160. International Health Issues, 3 s.h.
      PSC 134. American Foreign Policy, 3 s.h.
      135. International Politics, 3 s.h.
      137. World Organization and International Law, 3 s.h.
      SOC 32. Women & Development, 3 s.h.
      TPP 113. Technology & Defense Policy (same as PSC 113), 3 s.h.
   6. Legal Issues
      LEGL 20. Introduction to Legal Systems, Environment & Contracts, 3 s.h.
      114. Labor & Employment Law, 3 s.h.
      116. Cyberlaw: Law for the Internet and Technology, 3 s.h.
      ECO 171. Law & Economics, 3 s.h.
      PHI 120. Philosophy of Law, 3 s.h.
      121. Philosophical Views on Crime & Punishment, 3 s.h.
      122. Morality & the Law, 3 s.h.
      PSC 128. The Constitution: Political Freedom & Civil Liberties, 3 s.h.
      129. The Administration of Justice in America, 3 s.h.
      SOC 7. Crime & Delinquency, 3 s.h.
      170. Sociology of Law, 3 s.h.
      172. Sociology of Corrections, 3 s.h.
   7. Racial Issues
      ANTH 101. The Native Americans, 3 s.h.
      137. Race & Ethnicity: an Anthropological Perspective, 3 s.h.
      ECO 121. Economics of Discrimination, 3 s.h.
      FDED 114. The Education of America's Minority Groups, 3 s.h.
      PSC 111. Politics of Race in the United States, 3 s.h.
      SOC 134. Race Relations in the United States, 3 s.h.
   8. Science and Technology Issues
      BIO 3. Biology in Society, 3 s.h.
      10. Genetics & Society, 3 s.h.
      TPP 112. Technology & Human Values (same as PHI 9), 3 s.h.
      117. Technology Assessment, 3 s.h.
   9. Urban Issues
      ECO 165. Urban & Regional Economics, 3 s.h.
      GEOG 103. Urban Geography, 3 s.h.
      PSC 115. State & Metropolitan Politics & Governments, 3 s.h.
      SOC 37. Parenting, Poverty & Social Policy, 3 s.h.
      141. Urban & Community Studies, 3 s.h.
      TPP 114. Technology & Urban Problems, 3 s.h.
   10. Women's Issues
      ANTH 32. Women & Development, 3 s.h.
      SOC 32. Women & Development, 3 s.h.
      37. Parenting, Poverty, & Social Policy, 3 s.h.
      160. Sociology of Gender, 3 s.h.
      SPCM 53. Gender & Intercultural Issues in Communication, 3 s.h.
      WST 1. Introduction to Women's Studies, 3 s.h.

Public Relations

See Journalism, page 235.

Quantitative Methods (QM)

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

COURSES (QM)

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 bulletin for these schedules.

1. Introduction to Business Statistics 3 s.h.
   Fall, Spring
   Collection, classification, presentation and use of statistical data in solving business problems. Topics include descriptive statistics, probability, decision analysis, estimation and hypothesis testing. No credit for both this course and MATH 8 or BIO 100 or PSY 140 or SOC 180 or QM 201.
   122. Intermediate Business Statistics 3 s.h.
   Fall, Spring
   Builds upon and continues the work introduced in QM 1.
Topics include statistical quality control, analysis of variance, chi-square test and the analysis of contingency tables, simple and multiple regression, correlation, and time series models with applications to business forecasting. Prerequisites: BCIS 10 or 14 and QM 1.

146. Statistical Techniques for Total Quality Management  3 s.h.
   Once a year
   Modern statistical techniques for the implementation of Total Quality Management. Statistical methods including control charts and process capability, and acceptance sampling for variables and attributes are discussed. Other topics include Taguchi methods, information technology and quality, and management of the quality improvement process. Prerequisite: QM 122, or the equivalent and permission of the department chairperson.

150. Business Forecasting  3 s.h.
   Periodically
   Various forecasting procedures utilized in business settings are covered in order to analyze time-series data. Topics include regression analysis, smoothing procedures, decomposition methods, seasonal models and Box-Jenkins concepts. Actual business problems are emphasized. Software packages are utilized. Prerequisites: BCIS 10 or 14 and QM 122.

160. Applied Data Modeling  3 s.h.
   Periodically
   Builds on the regression and correlation concepts introduced in QM 122. Topics include advanced regression modeling, financial modeling and categorical data analysis. Techniques are applied to solve a variety of business problems. Extensive use of SAS computer software. A course project is required. Prerequisites: BCIS 10 or 14 and QM 122.

184. Deterministic Models in Operations Research  3 s.h.
   Periodically
   Formulation and solution of mathematical programming models with specific business applications will be stressed. Topics include linear programming and its ramifications, network models and integer programming. Prerequisites: QM 122 and junior class standing or above. Same as MGT 184.

185. Probabilistic Models in Operations Research  3 s.h.
   Periodically
   Operations research concepts involving uncertainty are explored with applications to business related problems. Topics include inventory models, queuing theory, simulation and stochastic process. Prerequisite: QM 122.

Reading (READ)

Administered by the Department of Literacy Studies. Associate Professor Zaleski, Chairperson

Professor Taylor; Associate Professor Henry; Assistant Professors Cohen, Flurkey, Goodman, McGinnis.

Assistant Professor Garcia, Director of the Reading/Writing Learning Clinic

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

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

For descriptions of LYST courses, see page 244.

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

UNDERGRADUATE COURSES

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

COURSES (READ)

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.

11. Development of College Reading  3 s.h.
   Fall, Spring
   Diagnosis of each student's reading abilities followed by a developmental program emphasizing efficient study-reading techniques, vocabulary development, rate and comprehension.

12. Development of College Reading  3 s.h.
   Fall, Spring, Summer
   Development of advanced reading power covering both speed and depth of comprehension. Emphasis on writing patterns and analytical and critical evaluation processes in communication. May be applied toward liberal arts credit.

Rehabilitation Counseling (REHB)

Center for Special Education and Rehabilitation, See page 27.

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

Associate Professor Lechowicz, Program Director, Assistant Professor Jamie Mitus

COURSES (REHB)

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

Undergraduate option: one undergraduate elective is available. REHB 173. All other rehabilitation counseling courses are open to undergraduates with permission of the Program Director.

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

180 through 189, A-Z. Workshops  1-3 s.h. each
   Periodically
   Designed to meet the needs of specific groups of students or rehabilitation counselors from individual agencies. As individual subjects are selected each is assigned a letter (A-Z) and added to the course number. Any course may be taken a number of times so long as there is a different letter designation each time it is taken.

191. American Sign Language I  3 s.h.
   Fall, Spring
   Introduction to American Sign Language (ASL), including the
American Sign Language II  
**3 s.h.**

Fall, Spring

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

192. American Sign Language II  
**3 s.h.**

193. American Sign Language III  
**3 s.h.**

Periodically

This is the third course in a series, and is designed to review, develop, and refine proficiency in the student's knowledge and use of American Sign Language. Emphasis is on demonstrating expressive skills in the language. The course will include discussion of current issues and trends affecting the American Deaf Community. Prerequisite: REHB 191 or equivalent.

Religious Studies (RELI)

Administered by the Department of Philosophy and Religious Studies. Associate Professor Frisina, Chairperson

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

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

Associate Professor of Philosophy Frisina, Adviser

**COURSES (RELI)**

These courses are sometimes offered during the January and Summer sessions. Consult the January and Summer Sessions bulletins for these schedules.

12. (HP) **Introduction to Western Religious Traditions**  
**3 s.h.**

Fall, Spring

Survey course concentrating on Judaism, Christianity and Islam. Students compare various forms of myth, ritual and sacred scripture, and analyze the structure of religious community and experience. (Formerly PHIL 61.)

15. (CC) **Introduction to Eastern Religious Traditions**  
**3 s.h.**

Fall, Spring

Survey course concentrating on Indian, Hindu and Buddhist traditions, with some attention to the religions of China and Japan. Emphasis on tracing two basic lines of Eastern religious behavior and thought: sectarian and folk devotionalism, and the elite philosophical and meditational traditions. (Formerly PHIL 60.)

50. (CC) **Islam**  
**3 s.h.**

See course description, page 338.

75. (CC) **Mysticism and the Spiritual Quest**  
**3 s.h.**

Periodically

Mysticism is traditionally defined as the yearning for direct connection to a transcendent reality and is referred to as the esoteric dimension of religious search. Though evident as a global phenomenon, mystical traditions most notably developed in the monotheistic faiths of Judaism, Christianity and Islam, as well as in the many religious traditions of India, China, Japan and ancient Greece. A cross-cultural exploration of the meanings, definitions, practices and common themes of mysticism via a study of original texts (in translation) from different parts of the world. Same as PHI 102. Credit given for this course or PHI 102, not both. (Formerly PHIL 69.)

80. (CC) **Life, Death & Immortality**  
**3 s.h.**

See course description, page 338.

85. (CC) **Comparative Religious Ethics**  
**3 s.h.**

See course description, page 338.

100. (HP) **Modern Religious Thought**  
**3 s.h.**

Periodically

Development of modern religious thought from Hume to the present. Attention given to such topics as: religion as morality (Kant); as subjectivity (Schleiermacher, Kierkegaard); as related to nature (Whitehead); as related to history (R. Niebuhr); and as reflected in American Naturalism (Santayana, Dewey). Course is introduced by a survey of some of the factors that
undermined religious authority in the 18th century. Recurrent motif of the course is the relationship between modern religious thought and the history of modern philosophy. Prerequisite: PHI 10 or RELI 12 or permission of instructor. (Formerly PHIL 126.)

120. Religious Traditions of Ancient India  3 s.h.
See course description, page 338.

140. Special Topics in Religion  3 s.h.
See course description, page 338.

150. (IS) Approaches to the Study of Religion  3 s.h.
Periodically
Examination of basic methodological issues and problems in the modern study of religion. Discussion of theories of religion from several points of view, e.g., sociological, psychological, anthropological and philosophical. Attention to such problems as the relativity of knowledge and belief, the nature of interpretation, the status of functional explanation, and the explanation of human behavior. (Formerly PHIL 62; PHIL 62A)

155. (CC) Sikhism  3 s.h.
See course description, page 338.

157. (CC) Sikh Mysticism  3 s.h.
See course description, page 338.

191. Independent Study in Religious Studies  1-3 s.h.
Fall, Spring
Individualized plan of study developed by student in consultation with, and with the approval of a member of the faculty, approved by Religious Studies Adviser who will serve as tutor for the course. Prerequisites: approval of instructor and Religious Studies Adviser.

Research (RES)

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

Professor Gellman, Program Director, Assistant Professor Tai Chang

COURSES (RES)

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

119. Introduction to Research and Writing in Health  3 s.h.
Fall, Spring
Once a year
Concepts and methodology in modern scientific inquiry leading to writing skills in the field of health research. Strategies in reading and interpreting the professional literature as preliminaries for the communication of research ideas and findings in this domain.

124. Introduction to Grant Funding and Proposal Development in the Field of Health  3 s.h.
Fall, Spring
Once a year
Introduction to the principles of grant proposal preparation and the identification of funding sources. Strategies in performing needs assessments and seeking program funding as preliminaries to proposal development in the field of health.

Romance Languages and Literatures (RLL)

The following areas are administered by this department and listed independently: Bilingualism, French, Italian, Italian Studies, Portuguese, Spanish and Romance Languages and Literatures in Translation. Associate Professor Cao, Chairperson

Professors Russell-Thompson, D'Acierno, DaSilva, McNair, Powell, Schwab, Thompson; Associate Professors Cao, Jean, Loucif, Sampedro; Assistant Professors Anastasio, Dini, Janer, Pell, Uitlsch, Zapata.

Romance Languages and Literatures in Translation (RLLT)

Administered by the Department of Romance Languages and Literatures. Professor Cao, Chairperson

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. Romance Languages and Literatures courses are given in English.

101. (LT) Colonization and Decolonization in the French- and Spanish-Speaking Caribbean Islands  3 s.h.
See course description on page 338.

Russian (RUS)

Administered by the Department of Comparative Literature and Languages. Professor Donahue, Chairperson

Associate Professor Mihailovic, Adviser

Major and minor requirements in Russian, see page 158.

For Russian Literature in Translation courses, see page 244.

COURSES (RUS)

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

1. Elementary Russian  3 s.h.
Fall

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

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

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

45. Scientific Russian  3 s.h.
Periodically
Survey of Russian science. Readings from contemporary scientific articles. Reading material will depend upon the interest of the class. Prerequisite: RUS 3 or equivalent. Given upon sufficient demand.
5. Advanced Readings 3 s.h.
Periodically
Development of the reading skill. While the foreign language, spoken and written, will be the basis of classwork and written assignments, the course will aim at attaining the stage of liberated reading. Given upon sufficient demand.

100. Honors Essay 3 s.h.
Fall, Spring
Research and writing of a substantial essay in the field of Russian. Open only to senior majors who are eligible for departmental honors and who secure, before registration, written permission of the faculty adviser who will supervise the essay.
Prerequisites for all courses numbered 101 through 106: successful completion of 4 or permission.

101 through 106. Advanced Russian Language 3 s.h. each
Three-year cycle, one course each semester (may be taken in any order) An integrated sequence of courses which gradually develops the student's proficiency in the spoken language, in writing (including structure) and reading. Text material ranges from simple stories to more sophisticated language including culture and civilization subjects. The individual student's needs and wishes determine the exact nature of each course. A detailed personal record is maintained to assure the development of each student's skills.
Prerequisites for 131 through 154: 101 and 102, or permission of instructor.

151 through 154. (LT) 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.

Secondary Education (SED)
Administered by the Department of Curriculum and Teaching. Professor Fromberg, Chairperson

Professors Murphy, Singer, Whitten: Associate Professors Hines, Torff, Assistant Professor 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 and music. 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. 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 or music 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 111 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 understands 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 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 Distribution 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.

SECONDARY EDUCATION 295
ARAS TO BE INCLUDED IN SATISFYING THE HOFSTRA DISTRIBUTION:

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 Distribution.
Social Science Concepts (3 s.h.): Any course from the Social Sciences Division of the Hofstra Distribution, 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 Distribution. 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 81).
Scientific Processes (3 s.h.): Any natural science course listed under the Natural Sciences, Mathematics/Computer Science Division of the Hofstra Distribution, BIO 4, Human Biology, highly recommended.
Mathematical Processes (3 s.h.): Any MATH course listed under the Mathematics/Computer Science Division of the Hofstra Distribution. 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 Distribution.

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 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.

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 72.)

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.

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 111.

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 New York State Teacher Certification Examinations (NYSTCE) should be completed prior to graduation.

*Courses requiring a field placement. See course description for additional information. Students must provide transportation to and from field placements.
**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.
ART EDUCATION

B.S. in Ed.--Specialization in Fine Arts Education: This program leads to certification as a teacher of the visual arts in all grades 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 295.

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 74), 6 s.h.
   b) Philosophy, 3 s.h.: PHI 10, 14, or 20.
   c) Humanities, 6 s.h. from the Hofstra Distribution 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, 37 semester hours including: FA 10, 11, 12, 13, 14, 15, 16, 17, 19, 27, 45, 80, 170, 172, and 199; AVF 1; 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 80A, 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 metalsmifing (FA 70, 120, 121, 122, or 123).

h) Education, 29 s.h. including:
   *CT 102. Development and Learning in Childhood and Adolescence 3 s.h.
   *SPED 102. Inclusion: Meeting Special Needs in PreK-12 Programs 3 s.h.
   FDED 111. The American School or
   FDED 127. Introduction to Philosophy of Education 3 s.h.
   LYST 102. Literacy, Art, and Music 1 s.h.
   SED 100. Educational Technology in Secondary and Middle Level Education 1 s.h.
   *SED 113. Teaching Art in the Elementary School 3 s.h.
   *SED 114. Teaching Art in the Secondary School 3 s.h.
   *SED 151. The Secondary School Teacher 3 s.h.
   SED 178. Reflective Practice and Classroom Analysis (Electronic portfolio is required) 3 s.h.
   CT 179. Student Teaching (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.

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.
298 SECONDARY EDUCATION

(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 111.

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 103 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 requirements, see Secondary Education, Undergraduate Programs on page 295.

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 103. 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 one course from:

FDED 111. The American School 3 s.h.
OR 127. Philosophy of Education
SED 100. Educational Technology in Secondary & Middle Level Education 1 s.h.
*SED 102. Adolescent Development & Learning (PSY 1 or PSY 7 prerequisite) 3 s.h.
*SPE0 102. Inclusion: Meeting Special Needs in PreK-12 Programs 3 s.h.

General Methods courses: 6 s.h.
*SED 131. 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 158. Teaching of Business & Information Systems 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.

*Participation/observation in secondary school are required in each of the following courses: SED 102, 151, 158; LYST 101; SPED 102. See course description for additional information. 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 advisor; 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.

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 111.

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 103 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 pro-
grams 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 (all grades) complete FRED 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 82 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 295.

In addition to the English course requirements for the B.A. in English (see page 193), prospective teachers of English must also include in their programs of study the following courses:

- 6 s.h. of American literature
- 6 s.h. of world literature
- 3 s.h. chosen from:
- 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.

FRED 111. The American School or 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 131. 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 132. Teaching of English 3 s.h.
164. Young Adult Literature 3 s.h.

Student Teaching and corequisite seminars–9 s.h.

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

*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 10-12SPED 102. Field Placement—grades 7-12

LYST 101. Field Placement—grades 7-12

See course description for additional information.

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.

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) during student teaching. 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 111.

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 NYSTCEs 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 82 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 requirements, see Secondary Education, Undergraduate Programs, page 295.

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, 1/2 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. The American School or SED 100. Educational Technology in Secondary and Middle Level Education 3 s.h.

SED 127. Introduction to Philosophy of Education 1 s.h.

SED 102. Adolescent Development and Learning (PSY 7 or PSY 1 is prerequisite), 3 s.h.

SED 102. Inclusion: Meeting Special Needs in PreK-12 Programs 3 s.h.

SED 102. Adolescent Development and Learning (PSY 7 or PSY 1 is prerequisite), 3 s.h.

SED 102. Inclusion: Meeting Special Needs in PreK-12 Programs 3 s.h.

SED 102. Inclusion: Meeting Special Needs in PreK-12 Programs 3 s.h.

SED 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.

SED 102. Inclusion: Meeting Special Needs in PreK-12 Programs 3 s.h.

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

Special methods and curriculum courses–6 s.h.

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

SED 167. Exploring Curriculum for Languages Other than English 3 s.h.

Student Teaching and corequisite seminars–9 s.h.

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

SED 179. Student Teaching (Placement in grades 7-9 and grades 10-12) 6 s.h.

*Participation/observation in middle and secondary schools are required in each of the following courses:

SED 102. Field Placement–grades 7-9 3 s.h.

SED 151. Field Placement–grades 7-12 3 s.h.

SED 153. Field Placement–grades 10-12 3 s.h.

SED 102. Field Placement–grades 7-12 3 s.h.

LYST 101. Field Placement–grades 7-12 3 s.h.

See course description for additional information.

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.

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 111.

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 82 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-cam-
pus 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 295.

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 Distribution (see pages 85-88) 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 252):

MATH 19. Analytic Geometry and Calculus I 4 s.h.
20. Analytic Geometry and Calculus II 4 s.h.
29. Analytic Geometry and Calculus III 4 s.h.
133. Geometry or
134. Topics in Geometry 3 s.h.
135A. Linear Algebra 4 s.h.
137. Mathematical Probability and Statistics 3 s.h.
141. Applied Finite Mathematics 3 s.h.
143. Engineering Mathematics I 3 s.h.
145. Higher Algebra I 3 s.h.
171. Advanced Calculus I 3 s.h.
146. Higher Algebra II or
172. Advanced Calculus II 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. The American School or
SED 127. Introduction to Philosophy of Education 3 s.h.
SED 100. Educational Technology in Secondary and Middle Level Education 4 s.h.
*SED 102. Adolescent Development and Learning (PSY 7 or PSY 1 is prerequisite) 1 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.
*SED 154. Teaching of Mathematics 3 s.h.
166. Exploring the Mathematics Curriculum 3 s.h.

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

*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 minimum GPA of 2.5 in overall course work; (4) a minimum GPA of 2.75 in mathematics content courses.

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 111.

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 all grades 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
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: 30 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 74), 6 s.h.
   b) History--any HIST course listed under the Social Sciences Division of the Hofstra Distribution, 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 Science Division of the Hofstra Distribution, 3 s.h.
   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 Distribution, 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 Distribution, 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 356x35A, 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. Development and Learning in Childhood and Adolescence 3 s.h.
   *SPED 102. Inclusion: Meeting Special Needs in PreK-12 Program 3 s.h.
   FDED 111. The American School or FDED 127. Introduction to Philosophy of Education 3 s.h.
   LYST 102. Literacy, Art, and Music 1 s.h.
   SED 100M. Application of Technology in Music Education 1 s.h.
   *SED 111. Teaching Music at the Elementary Level 3 s.h.
   *SED 112. Teaching Instrumental Music 3 s.h.
   SED 122. Music for the World's Children: An Introduction to Music Education 1 s.h.
   *SED 151. The Secondary School Teacher 3 s.h.
   SED 178. Reflective Practice and Classroom Analysis (Electronic portfolio is required) 3 s.h.
   CT 179. Student Teaching (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-6 and 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 music content courses.

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 111.

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 270.

SCIENCE EDUCATION

The degree program followed is the Bachelor of Arts (see page 82 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 295.

In addition to meeting all the course requirements for the B.A. degree in the selected science major (biology, page 146; chemistry, page 154; geology, page 214; or physics, page 282), 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. The American School or
- SED 101. Educational Technology in Secondary and Middle Level Education
- *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.

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

Special methods and curriculum courses—6 s.h.
- *SED 155. Teaching of Science 3 s.h.
- SED 165. Understanding Science Curriculum 3 s.h.

For liberal arts and sciences requirements, student teaching prerequisites, graduation requirements, and teacher certification policies, see Secondary Education, Undergraduate Programs on page 295.

*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.

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 111.

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 82 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.

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 295.

Prospective teachers of social studies must complete a minimum of 36 semester hours in history and social studies course work 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:

`a) minimum of 6 s.h. in European history (Western Civilization): HIST 11, Western Civilization I; HIST 12, Western Civilization II, highly recommended;`

`b) 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;`

`c) 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. The American School or FDED 127. Introduction to Philosophy of Education** 3 s.h. (may be applied towards liberal arts credit)

*SED 102. Adolescent Development and Learning (PSY 7 or PSY 1 is prerequisite) 3 s.h.

100. Education Technology in Secondary and Middle Level Education 1 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 156. Teaching of Social Studies 3 s.h.

SED 163. Teaching of Global Studies 3 s.h.

**Student teaching and required seminars—9 s.h.**

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

SED 179. Student Teaching (Placement in grades 7-9 and grades 10-12) 6 s.h.

*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

See course description for additional information.

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.

**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 111.

**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 NYSTCEs should be completed prior to graduation. Students not receiving passing scores on all three examinations will not be eligible for certification.
COURSES (SED)
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. Educational Technology in Secondary and Middle Level Education 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. Applications of Technology in Music Education 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. Adolescent Development and Learning 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 instrumen-mental 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 implementation 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. Examination 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 economics, 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.
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
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 SED 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 Classroom 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. Students 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 295. 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)

Professor Silver, Chairperson

Professors Abraham, Albert, Krauze; Associate Professor Bogard; Assistant Professors Gurevich, Maney, Manning, Shih.

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 and SOC 101 taken outside the department may be substituted for SOC 180 and SOC 101, 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 82.

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 77.

COURSES (SOC)

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.

4. (BH) 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. (BH) 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.
Sociology

8. (BH) 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. (BH) Youth, Crisis, and American Culture 3 s.h.
See course description, page 338.

10. (BH) 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. (BH) 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. (CC) Women and Development 3 s.h.
Periodically
Examination of the historical transformation of the roles of Asian and African women in relation to the different modes of socioeconomic organization of their respective societies. Critical assessment of the impact of social, religious, economic and political systems in defining the status of women in these societies. Credit given for this course or ANTH 32, not both.

34. (BH) Ethnicity and Minority Group Relations 3 s.h.
Once a year
This course focuses on the critical analysis of the social and political construction of ethnicity and ethnic identity. The specific emphasis is on the United States, but appropriate comparative evidence from other societies is also examined. This course looks at the historical position faced by immigrant and indigenous minority groups. The experiences of such groups as Native Americans, Latin Americans, and European Americans are considered. In addition, contemporary instances of ethnic and minority group conflicts in the global context are examined. (Formerly Minority Group Problems.)

36. (BH) 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. (BH) Parenting, Poverty and Social Policy 3 s.h.
See course description, page 338.

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. (BH) 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. (BH) 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. (BH) Social Problems 3 s.h.
Fall, Spring
Analysis of theories and problems of deviance and social disorder, with particular emphasis on such problems as war, family disruption, sexual behavior, juvenile delinquency, conflict in mass society, alienation and prejudice.

104. (BH) 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. (BH) 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.

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. (BH) Organizational Structure and Process 3 s.h.
   See course description, page 339.

111. (BH) 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. (BH) 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. (BH) 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. Independent Fieldwork & Research Internship
   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 research internships and field placements in areas of sociological study. Fieldwork and internships are designed to enhance students' practical exposure to and understanding of applied sociological analysis. Prerequisite: permission of chairperson. (Formerly Fieldwork.)

134. (BH) 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. (BH) 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. (BH) 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. (BH) 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. (BH) Global Cities: Politics and Social Change in Comparative Perspective 3 s.h.
   See course description, page 339.

145. (BH) Building Strong Communities: Organizing in Diverse Settings 3 s.h.
   See course description, page 339.

147. (BH) 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. (BH) 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. (BH) Globalization and Developing Societies 3 s.h.
   Periodically
   Analysis of the effects of globalization on the social, economic and political institutions of developing nations. Theories of international development will be compared with the actual experiences of developing societies. The course will examine case studies in selected areas to highlight the impact of globalization. (Formerly Society and Culture in Developing Nations.)

150. (BH) Global Social Change and Evolution 3 s.h.
   Periodically
   Analysis of large-scale social change in the past and present. The emphasis of the course will be on the examination of the dynamics of contemporary globalization. It will include an introduction to theories of social evolution, revolutionary transformation, and the sociological analysis of the "world-system." (Formerly Social Change and Social Evolution.)

151, 152. Independent Readings in Sociology 1-3 s.h. each
   Fall, Spring
   Individual oral and written reports on special topics in sociology. Prerequisite: permission of chairperson. (Formerly Readings in Sociology.)

156. (BH) 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. (BH) 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. (BH) 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. (BH) 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. (BH) 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 339.

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: Junior standing and completion of five courses in sociology including SOC 4, 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 Cao, 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 language 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 semester hours in Spanish as described above but including
SPAN 121; ANTH 105, ECO 110, HIST 142, PSC 130; 18 semester hours in business courses chosen from IB 150, 162, 163; MKT 101, 170; MGT 101, 171.

See complete B.A. requirements, page 82.

TEACHING OF SPANISH IN HIGH SCHOOL, see page 300.

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 20.

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 78.

SPANISH LITERATURE IN TRANSLATION, see Spanish course listings.

COURSES (SPAN)

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

2. Elementary Spanish
   Fall, Spring
   Continuation of 1. Selected readings. Prerequisite: SPAN 1 or equivalent by placement test score.

2R. Review of Elementary Spanish
   See course description, page 339.

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

5. Advanced Reading
   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. Prerequisite: SPAN 4 or equivalent and permission of department.

108. Individualized Oral Communication
   1/2 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 339.

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 339.

113B. Culture and Civilization of Latin America
   3 s.h.
   See course description, page 339.

114A. (LT) 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. (LT) 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 challenging of certain traditionally accepted concepts such as discovery, New World, Indian, or even Latin America, and their relocation in an eurcentric 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. (LT) 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, "Costumbriismo," 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. (LT) 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. (LT) 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. (LT) Portrait of the Hispanic: 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 Hispanic.)

125. (LT) 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. (LT) 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.
128. (LT) *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. (LT) *Contemporary Spanish Literature* 3 s.h.
See course description, page 339.

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. (LT) *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 Alarcon, culminating in the baroque theater of Calderon and the "auto sacramental." Prerequisite: SPAN 5, 111, 112, or permission. (Formerly Spanish Drama of the Golden Age.)

171. (LT) *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 339.

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.)
critique of characterization and narrative strategies, and the analysis of sociocultural patterns that inform the writers' world.

58. (LT) The Empire Writes Back: Autobiography and Resistance in Colonial Spanish America 3 s.h.
See course description, page 339.

59. (LT, CC) Farewell to Columbus: Rethinking the Latin American Heritage 3 s.h.
See course description, page 339.

60. (LT) Literary Food 3 s.h.
See course description, page 339.

Special Education (SPED)

Center for Special Education and Rehabilitation, see page 27.

Administered by the Department of Counseling, Research, Special Education, and Rehabilitation. Associate Professor Sciarra, Chairperson; Professor Bowe; Associate Professor Schwartz; Assistant Professors Austin, Giuliani, Pace, Wilson

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 (SPED)

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; planning play and other intervention activities; 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 107. In addition, students majoring in the Department of Speech Communication and Rhetorical Studies must complete the program requirements listed under one of the B.A. majors listed below.

B.A. Major in Speech Communication and Rhetorical Studies: 36 s.h.
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, 121, 125,
181A-Z
At least 6 s.h.—Chosen from SPCM 107, 117, 128, 187A-Z
3 s.h. chosen from SPCM 170, 171 or any other SPCM elective.

Three semester hours chosen from SPCM 170, 171 or any other SPCM elective.

The School of Communication also requires that Speech Communication and Rhetorical Studies majors take MASS 1 and AVF 1.

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 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.

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 (SPCM)

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. (CP) 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,
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term(s)</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCH 1</td>
<td>Advanced Public Speaking</td>
<td>3 s.h.</td>
<td>Fall, Spring</td>
<td>(Formerly SPCH 1.)</td>
</tr>
<tr>
<td>4</td>
<td>Interpersonal Communication</td>
<td>3 s.h.</td>
<td>Fall, Spring</td>
<td>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.)</td>
</tr>
<tr>
<td>5</td>
<td>Histories and Theories of Rhetoric</td>
<td>3 s.h.</td>
<td>Fall, Spring</td>
<td>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 &quot;texts.&quot; (Formerly SCO 1; SPCM 157. Communication Systems: History and Theories)</td>
</tr>
<tr>
<td>7</td>
<td>(CP) Public Speaking</td>
<td>3 s.h.</td>
<td>Fall, Spring</td>
<td>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.)</td>
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<tr>
<td>9</td>
<td>Introduction to Performance Studies</td>
<td>3 s.h.</td>
<td>Fall, Spring</td>
<td>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)</td>
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<tr>
<td>11</td>
<td>Voice and Diction</td>
<td>3 s.h.</td>
<td>Fall, Spring</td>
<td>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.</td>
</tr>
<tr>
<td>24</td>
<td>Readers Theatre</td>
<td>3 s.h.</td>
<td>Once a year</td>
<td>An opportunity to stage and perform, in live contexts, all manner of literary genre including prose, poetry, and drama as a stimulant for understanding the literature, developing skills in reading aloud, and adding to the cultural enrichment of both readers and their audiences. (Formerly SPCH 24, 25; Performance in Context.)</td>
</tr>
<tr>
<td>33</td>
<td>Nonverbal Communication in Human Interaction</td>
<td>3 s.h.</td>
<td>Once a year</td>
<td>Processes and effects of communicating in nonverbal behavior and message systems with emphasis on communication by means of body movement (kinesics), spatial relationships (proxemics) and vocal cues (paralinguistics); by means of touch, physical appearance and dress, physical behavior and communication through objects. Readings, discussion and research projects. (Formerly SPCH 120.)</td>
</tr>
<tr>
<td>43</td>
<td>Fundamentals of Organizational Communication</td>
<td>3 s.h.</td>
<td></td>
<td>See course description, page 341.</td>
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<tr>
<td>53</td>
<td>Gender and Intercultural Issues in Communication</td>
<td>3 s.h.</td>
<td>Once a year</td>
<td>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.)</td>
</tr>
<tr>
<td>107</td>
<td>Argumentation and Debate</td>
<td>3 s.h.</td>
<td>Once a year</td>
<td>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: one of the following: SPCM 1, 4, 5, 7; or permission of the instructor. (Formerly SPCH 108.)</td>
</tr>
<tr>
<td>117</td>
<td>Advanced Public Speaking</td>
<td>3 s.h.</td>
<td>Once a year</td>
<td>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.)</td>
</tr>
<tr>
<td>119</td>
<td>Small Group Communication</td>
<td>3 s.h.</td>
<td>Once a year</td>
<td>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.)</td>
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<tr>
<td>121</td>
<td>Advanced Performance Studies</td>
<td>3 s.h.</td>
<td>Once a year</td>
<td>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.)</td>
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<tr>
<td>125</td>
<td>Dramatic Activities in Educational and Therapeutic Settings</td>
<td>3 s.h.</td>
<td>Once a year</td>
<td>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.)</td>
</tr>
<tr>
<td>128</td>
<td>American Public Address: The Rhetoric of Conflict and Controversy</td>
<td>3 s.h.</td>
<td>Once a year</td>
<td>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 3, or permission of the instructor. (Formerly SPCH 119, Rhetoric of Conflict and Controversy.)</td>
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SPEECH-LANGUAGE-HEARING SCIENCES

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. Departmental Seminar 3 s.h.
Periodically
This seminar is generally a small class that concentrates attention upon a particular topic in speech communication. Students read, reflect upon, and write research papers about selected topics which pertain to the seminar, and discuss and defend their views in weekly class meetings. Not open to freshmen or sophomores. May be repeated for credit when subject matter varies. Prerequisite: 12 s.h. in speech communication course work.

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)

Professor Bloom, Chairperson
Professors Ferrand, Reiter, White; Associate Professor Altenberg; Assistant Professors Milstein, Furey.

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. PSY 140 is also required.

In addition to the courses listed above, students must complete, under advisement, the following requirements:
1. At least 3 semester hours in Biology
2. At least 3 semester hours in Astronomy or Chemistry or Geology or Natural Sciences or Physics.
3. At least 3 semester hours in Anthropology or Psychology or Sociology.

Note: Thesis requirement is separate from the requirement from PSY 140, listed above.

4. At least 3 semester hours in Mathematics.

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

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 78.

COURSES (SPCH)

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, Summer
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. Introduction to Hearing Science 3 s.h.
Fall
The course will describe the structure and function of the hearing mechanism and the application of principles of physics to the measurement of hearing. The nature of sound, perception of sound, current theories of audition, frequency, decibels, pure tones, noise, spectrum, psychoacoustics, binaural hearing, localization, interaural attenuation, making, recruitment, inaudibility, and acoustic reflex will be covered. Prerequisites: SPCH 5, SPCH 6. (Formerly Hearing Science.)

9. (BH) 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. Multicultural Aspects of Communication and Communication Disorders 3 s.h. Spring
This course explores sociocultural influences on normal and disordered spoken and written communication in monolingual and multilingual populations. Emphasis is placed on understanding the role of cross-cultural communicative differences in the perception of normal and disordered communication. Topics include: multilingualism and multiculturalism; pidgins and creoles; gender, age and communication; social and regional varieties of language: literacy; variation in normal and disordered communication. May not be taken on a Pass/D+/D/fail basis. (Formerly Sociocultural Influences on Spoken and Written Communication.)

100. Independent 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. (Formerly Honors Essay-Project.)

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. Normal Language 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 Language in Child Development.)

103. Introduction to Speech 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 Speech and Hearing Science.)

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, morphology, 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 102. (Formerly Disorders of Communication II.)

133. Clinical Methods in Speech, Language and Hearing Disorders I 2 s.h. 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. (Formerly 133, 134: Clinical Methods in Speech, Language and Hearing Disorders I and II.)

134. Clinical Methods in Speech, Language and Hearing Disorders II 2 s.h. 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 and SPCH 132; SPCH 133 and SPCH 135 are recommended to be taken prior to this course. (Formerly 133, 134: Clinical Methods in Speech, Language and Hearing Disorders I and II.)

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, Summer
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. Either SPCH 101 or 103 is recommended to be taken prior to this course.

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, speechreading, 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. Independent 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. (Formerly Special Studies in the Speech Sciences.)

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

1. Elementary Swahili  3 s.h.
Fall, Spring, January, Summer

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 Rabbany, 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 (TPP)
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. (NS) 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.)

4. Introduction to Forensic Science  3 s.h.
See course description, page 340.

60. Introduction to Geographic Information Systems  3 s.h.
See course description, page 340.

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 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 mis-
siles, 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 340.

149. Technology and Society—Impact and Implication 3 s.h. Spring
Same as ENGG 149.

Women’s Studies (WST)
Assistant Professor Bogard (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. 398

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. Women & Development, 3 s.h. 145. Women & Men in Anthropological Perspective, 3 s.h.
C LL 75. Women Writers in the Romantic Tradition, 3 s.h.
ENGL 124A. The Woman Writer in America, 3 s.h. 182-184, 190, 192, 196-198, A-Z. Readings in Literature or Special Studies*, 3 s.h. each
FRLT 42. Heroines Exotic & Erotic: Romantic Women in 19th-Century French Narrative Prose, 3 s.h.
HIST 6C. History of Changing Sex Roles: Changing Societies, 1 s.h.
JWST 101. Special Topics in Jewish Studies**, 3 s.h.
PHI 167. Philosophy of Feminism, 3 s.h.
PSY 26. Psychology of Women, 3 s.h. (Credit toward minor given for this course or SPG 4, not both.)
SOC 32. Women & Development, 3 s.h. (Credit toward minor given for this course or SGG 60, not both.)
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.)
WST 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.
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.
SHG 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. (LT, BH) 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.

150, A-Z. Topics in Women's Studies 3 s.h.
See course description, page 340.

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.