

G R A D U A T E
B U L L E T I N
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ADELPHI UNIVERSITY GRADUATE BULLETIN, VOLUME 11, SEPTEMBER 2001

ACCREDITATION

Adelphi University, an independent, comprehensive institution, is chartered by the University of the State of New York, and is accredited by the Middle States Commission on Higher Education (3624 Market Street, Philadelphia, PA 19104-2680, 215-662-5606) the New York State Education Department; the National League for Nursing Accrediting Commission (61 Broadway, New York, New York, 10006, 212-363-5555); the American Psychological Association; the American Speech Language and Hearing Association; and the Council on Social Work Education. It is a member of the American Council on Education, College Board and the Association of American Colleges/Universities.

HEGIS CODE DESIGNATION

("HEGIS" stands for Higher Education General Information Survey.)

Federal and state regulations require that students be advised that enrollment in other than registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards. All of the programs listed in this

Ab~~o~~. Thi B~~o~~ok

This *Bulletin* presents essential information about Adelphi University. At the beginning of this *Bulletin* we describe our educational philosophy and mission and touch on some of the highlights of University and student life. This introduction is followed by a description of our graduate academic programs and courses of instruction in the College of Arts and Sciences, Gordon F. Dermer Institute of Advanced Psychological Studies (IAPS), School of Business, School of Education, School of Nursing, and the School of Social Work. We then include information about application procedures, tuition and fees, and University rules and regulations. Last, we list faculty, recent honorary degree recipients, the Board of Trustees, and Officers of the University.

The *Bulletin* is a guide to the resources of the University and a summary of the exciting intellectual opportunities that the University provides students and members of the community.

The contents of this Bulletin are subject to change at the discretion of the University.

U ef I Ph~~o~~ e N mbe

A ea c~~o~~de: 516

ADELPHI UNIVERSITY

Admi n is tr ation	877-3050
Co l lege Ca l lege De l eg at ed	877-6825
I n fo r m a ti o n Se r vice	1-800-ADELPHI
S ch ool of Affai r s	877-3660
S ch ool of Fi n an ci al Se r vice	877-3080
S ch ool of Lib r ary	877-3570
U n ive r si t y O ff ice	877-3000
(For additional numbers)	

SCHOOLS AND COLLEGES OF THE UNIVERSITY (GRADUATE)

Co l lege of A r t s and Scie n ce	877-4120
Go r don F. De r mer I n sti t ute of Ad v anced P s ych o logical S tudies	877-4800
Sch o ol of B u sine s	877-4670
Sch o ol of Ed u cation	877-4100
Sch o ol of N u r s ing	877-4540
Sch o ol of So ci al Wo r k	877-4300

EXTENSION CENTERS

H ig h Ce l e br ation	(631) 547-0890
Ma h an a Ce l e br ation	(212) 965-8340
H ig h Valle l Ce l e br ation	(845) 471-3348

WORLD WIDE WEB..... www.adelphi.edu

Address written correspondence to the appropriate office or department at Adelphi University, Garden City, New York 11530.

The courses listed in this *Bulletin* do not necessarily represent all the courses taught by each school or department. A complete list of course offerings with descriptions is available by request to the individual school or department.

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Academic Calendar 2001-2002

Fall 2001

Monday, August 20 – Tuesday, August 21
Registration

Thursday, August 30
Classes Begin

Monday, September 3
Labor Day (no classes)

Friday, September 7
Late Registration Ends
Last Day to Add a Course

Monday, September 17
Holiday Observance (no classes after 3pm)

Tuesday, September 18
Holiday Observance (no classes)

Wednesday, September 19
Holiday Observance (no classes)

Friday, September 21
Last Day to Add a Course
Last Day to Change Grading Option
Application Deadline for January 2002
Graduation

Wednesday, September 26
Holiday Observance (no classes after 3pm)

Thursday, September 27
Holiday Observance (no classes)

Friday, September 28
Classes Resume

Friday, October 19
Last Day to Accept Graduation Application
for May 2001 (and have name appear in book)

Monday, October 22 – Friday, October 26
Midpoint of Semester

Friday, October 26
Last Day to Withdraw

Thursday, November 22 – Friday, November 23
Thanksgiving Recess

Monday, November 26
Classes Resume

Friday, December 14
Wednesday 1/2 Day Make-up Class for 9-26

Monday, December 17 – Friday, December 21
Final Exam Week

Friday, December 21
Last Day of Classes

Spring 2002

Tuesday, January 15 – Wednesday, January 16
Registration

Monday, January 28
Classes Begin

Friday, February 8
Late Registration Ends
Last Day to Add a Course
Final Date for Submission of Graduation
Application for May 2002

Friday, February 22
Last Day to Drop a Course
Last Day to Change Grading Option

Monday, March 25 – Friday, March 29
Spring Break

Monday, April 1
Classes Resume
Last Day to Withdraw
Summer Registration Begins

Monday, May 13 – Friday, May 17
Final Exam Week

Friday, May 17
Last Day of Classes

Sunday, May 19
Commencement

S mme 2002

1 1 1 1

Monday, April 1 – Friday, May 24
Registration

Monday, May 27
Memorial Day (no classes)

Tuesday, May 28
Classes Begin

Friday, May 31
Late Registration Ends
Last Day to Add a Course

Friday, June 7
Last Day to Drop a Course
Last Day to Change Grading Option

Friday, June 14
Last Day to File for August Graduation
Last Day to Withdraw

Monday, June 24 – Friday, June 28
Final Exam Week

Friday, June 28
Summer I Classes End

S mme 2002

1 1 1 1

Monday, April 1 – Friday, July 5
Registration

Thursday, July 4
Independence Day (no classes)

Monday, July 8
Classes Begin

Friday, July 12
Late Registration Ends
Last Day to Add a Course

Friday, July 19
Last Day to Drop a Course
Last Day to Change Grading Option

Friday, July 26
Last Day to Withdraw
Monday, August 5 – Friday, August 9
Final Exam Week

Friday, August 9
Summer II Classes End

AN ADELPHI
EDUCATION

After the war, Adelphi reverted to its original coeducational model to accommodate returning World War II servicemen. The School of Social Work was founded in 1949; doctoral education followed in 1950. Adelphi's program in clinical psychology was formally organized in 1952 and evolved into the Gordon F. Derner Institute of Advanced Psychological Studies, which has the distinction of being the first university-based graduate school in psychotherapy.

In 1963, after another decade of expansion, Adelphi was granted university status by the Board of Regents. By the 1970s, the Garden City campus, established in 1929, had expanded from its original three buildings — Blodgett, Levermore, and Woodruff Halls — to 21 build-

business-oriented world. To this end, the School offers a comprehensive, relevant, professional education in business that is based on a solid foundation of liberal learning. It is the integration of liberal learning with professional education that provides business leaders with the breadth of knowledge and intellectual capacity they need in order to conceive and implement sound business decisions in an imaginative, ethical, and responsible way. The School of Business, with the School of Nursing, now offers a joint degree program in which students earn an M.B.A. degree in Management and an M.S. in Nursing.

School of Education

The School of Education is composed of Education Studies; Communication Sciences and Disorders; and Health Studies, Physical Education and Human Performance Sciences. Depending on the program, we prepare our students to teach in various K-12 schools or clinical settings. Our students' professional preparation enhances their awareness of the foundations of schools, developmental stages of children, adolescents, youth, and adults and provides the skills, strategies, and techniques necessary to implement effective teaching/learning interactions in our complex multicultural society.

School of Nursing

Nursing is a profession that draws from humanistic and scientific traditions for its knowledge and skill. The School is committed to excellence in teaching, practice, scholarship, research, and the development of critical thinking. The School educates and prepares graduates to become professional nurses who are accountable to patients, clients, society, and the profession. Together with the School of Business, the School of Nursing offers a joint degree program in which students earn an M.S. degree in Nursing and an M.B.A. in Management. The school is accredited by the National League for

Nursing Accrediting Commission, 61 Broadway, New York, New York, 10006, (212) 363-5555.

School of Social Work

The School of Social Work prepares professional social workers for the human services. This preparation is done within the context of a broad liberal arts education that emphasizes the importance of intellectual skills and an ethical vision. The curriculum enables graduates to live as informed citizens and to be educated, humane, and skillful professionals.

The School offers B.S.S.W., M.S.W., and D.S.W. degrees; Post-Master's Certificate Programs are offered in Clinical Social Work, Bilingual School Social Work and Addiction Specialist treatment. The B.S.S.W. and M.S.W. programs are fully accredited by the Council on Social Work Education.

Extension Centers

In addition to the 22 in-state and 10 out-of-state Unj T Acty, Adelphi reaches out to the community with programs at a variety of locales and has established extension centers in Manhattan; Huntington, Long Island and Poughkeepsie, New York where the Hudson Valley program offers an M.S. Work EducT*-

cation, secondary education, special education, bilingual/ESL, reading, speech and communication disorders, and educational administration/technology). The students in these programs are supported by full-time academic advisors and financial aid counselors.

In addition, the Manhattan Center houses a Center for Community Service that provides free services and field placement opportunities to Adelphi students, as well as low-cost services to members of the community. The services include tutoring/literacy support, psychological and educational testing, speech therapy, and individual/group counseling.

The H . i g S Ce . e

Adelphi's Huntington Center is located near all major highways on 20 acres in rural Suffolk county. It is convenient to Route 110, a major Long Island corporate and industrial center.

The Huntington Center offers graduate course work in business administration and in education. Undergraduate course work is offered in social work, and in the ABLE program for adults. Advisors and counselors are readily available to speed the admissions and registration process and to offer guidance in all academic programs.

S . de . Life a Adel hi

Adelphi University is committed to students' well being, growth, and success. To this end, a wide range of services, programs, and activities is available.

A broad range of co-curricular activities is offered in comfortable facilities to complement academic life. The Office of Cultural Life and the Student Activities Board bring many world renowned and fascinating speakers to our campus; recent speakers include world leaders such as former Soviet President Mikhail Gorbachev and former Israeli Prime Minister Shimon Peres;

authors Alice Hoffman, Jonathan Kozol, Mark Mathabane, and Frank McCourt; journalists and political commentators David Gergen, Robert MacNeil, Anna Quindlen, and Frank Rich; actors Celeste Holm, Rita Moreno, and Ben Vereen; filmmaker Spike Lee; poets Elizabeth Spire and Robert Hass; historian Arthur Schlesinger, Jr.; New York Yankee Manager Joe Torre; and former presidential advisor George Stephanopoulos.

Through the Office of Student Activities and Orientation, Adelphi sponsors a number of trips to New York City theaters, museums, and street festivals, and coordinates a variety of on-campus social events. Adelphi's department of performing arts also adds to campus life with dance, theater, and music productions in the Olmsted Theatre. Intercollegiate athletics, campus recreation, and intramural activities serve to enhance and enrich student life.

All of these activities—social, artistic, scholarly, athletic—are part of the spirit of learning that unifies course work at Adelphi and sustains a vibrant atmosphere on our campus. If you have suggestions for augmenting student life at Adelphi, or have other issues or concerns, please see the dean of student affairs in the University Center, room 106 (516) 877-3660.

The R . h S . Ha le U i e i Ce . e

The University Center, or "UC," is known as "the center of it all." Most major events taking place on campus happen here. The newest addition to the UC is the Cyber Café, which has iMac computers allowing students easy access to the Internet while dining on gourmet sandwiches, coffee, and ice cream. Also housed within the UC are the University bookstore, campus cafeteria, art gallery, an ATM machine, several student organization offices, meeting space, and an interfaith chapel.

On the main floor you will find the Information Desk, which provides a lost and found service, postage, directions, and locker rental

for commuter students. Any questions you may have can be answered here.

Across campus, Post Hall contains a dining facility featuring a Sbarro's and our newly renovated convenience store and Panther Grill.

The U i e i Lib a ie

The University Libraries are composed of Swirbul Library, the Science Library, the libraries at the Manhattan and Huntington Centers, and the Library Storage Annex in Hempstead. The Libraries offer facilities, resources, and services in support of the instructional, research, cultural, and student life programs of the University. They are dedicated to providing information and instruction as a central and integral part of the total educational experience of every student.

The University Libraries contain approximately 626,000 volumes, including bound periodicals and government publications, as well as materials in other formats, including approximately 789,000 microforms, 43,000 audiovisual items and approximately 150 electronic databases. The Libraries maintain current subscriptions to periodicals and other serials that are carefully selected to support Adelphi's curriculum and educational mission.

The Libraries are committed to providing state-of-the-art information systems and services. These include an integrated library system, ALICAT III (the Adelphi Libraries Catalog Online, which provides access to the total library holdings), rapidly expanding electronic information resources, a growing number of full-text retrieval systems, and computerized current awareness and document delivery services. Online resources are accessible throughout the campuses and from home and office PCs of faculty and students. Members of the Library Faculty are available to provide instruction in the use of the Libraries and their resources, either on a class or individualized basis.

Swirbul Library houses General Reference Services, Circulation/Reserve Reading, Periodicals, Microforms, Interlibrary and Document Delivery Services, Nonprint Media Services, a Multimedia

Classroom, Special Collections, University Archives, the Curriculum Materials Center, and the University's main Information Commons, containing 63 computer workstations, ports for laptops, two computer classrooms, and a Customer Services Desk to assist users. Among the

Information Technology and Resources

Adelphi's Office of Information Technology and Resources provides technology related services to both the academic and administrative sectors of the University. The Office of Information Technology and Resources is located on the lower level of the Business Building at the Garden City campus. Students and faculty are provided a wide variety of technologies and services. Users have access to general- and special-purpose computer labs, several midrange Unix enterprise-wide servers, office automation and technical software, as well as consulting,

3000 workstations, three NT Web Servers and two Novell Web Servers support the University's WWW pages, user WWW pages. A Linux server is also on-line supporting real media files.

The Office of Information Technology and Resources offers various support services and training seminars to the Adelphi community. The Help Desk provides initial technical support and assistance to all users. Support requests are logged into an automated database system and routed to the appropriate person. To reach the Help Desk, dial extension 3340 or 3333.

Ce . e f e Ca ee De e l e me .

The Center for Career Development educates students in the skills they will use for a lifetime as they select, enter, change, or advance in a career.

Adelphi graduate students may come to the Center to research a library of timely information about careers and the job market; to review listings of current full-time, part-time, and seasonal employment opportunities and internships sorted into career fields; and to attend workshops in which students learn to develop a job search strategy, produce effective résumés and letters, and prepare and practice for interviews. Individual confidential career counseling is available by appointment and during walk-in hours.

The Center for Career Development coordinates the visits of employers to the Adelphi campus for job fairs and for individual employment interviews with graduating students. The Center provides a credential file service for students and alumni seeking positions in fields that require it.

The Center for Career Development, located in Post Hall, is open year round from 8:30 a.m. to 4:30 p.m., Monday through Friday, with extended hours on some Wednesdays. The Center accommodates all on-campus and off-campus students, including those with special needs. For the complete schedule of career events, call the Career Hotline at (516) 877-6825 or visit the Career Development website at <http://students.adelphi.edu/career>.

Academic Ad i i g

Graduate students are assigned a member of the faculty whose area of expertise is consonant with the student's area of specialization to counsel on matters of academic performance, progress, and professional aspirations, and in course selection for the coming semester and year. Faculty advisors post office hours of availability. It is the student's responsibility to contact the faculty advisor to arrange advising appointments at scheduled office hours or at other times.

Re ide .ial Life a d H e i g

Limited on-campus housing is available to graduate students. The Office of Residential Life and Housing is located in Earle Hall 100, (516) 877-3650, or visit us on the web at www.adelphi.edu.

Comm . e S de . Affai

The Office of Commuter Student Affairs provides services and programs for students who commute to the University. The Office helps each commuter explore and take full advantage of the many University-sponsored cocurricular and extracurricular program offerings. Key services provided include a message center, a ride board, public transportation schedules, maps, and emergency road service referral. The office also maintains listings of apartments and rooms near the University. The office is located in University Center 109, (516) 877-6667.

I . e a i e al S de . Se ice

Adelphi University has a strong commitment to international education and welcomes students from all over the world. The Office of International Student Services, which is located in the University Center, assists international students in meeting legal requirements for entry into the United States and in maintaining legal status while pursuing full-time study at the University. The Office provides advice regarding the requirements of the Immigration and Naturalization Service,

Internal Revenue Service, Department of State, Social Security Administration, and a wide variety of concerns such as culture customs and educational systems.

In addition, the Office of International Student Services and the International Student Society can help all international students meet the academic, social, and personal challenges before them: registering for classes, making new friends, finding a suitable place to live, learning the procedures and policies of the University, and developing an understanding of American culture through workshops, special events and individual counseling.

The Office is located in room 109 of the University Center, (516) 877-4990 or (516) 877-3661.

Office of Disability Support Services

The Office of Disability Support Services assists students with disabilities in accessing the variety of resources available at Adelphi University. The mission of the Office of Disability Support Services is to provide an increasingly accessible and supportive learning environment for students with disabilities. The Office provides cost-free assistance to Adelphi students with documented disabilities. Such disabilities include but are not limited to physical, learning, psychological, and sensory. Examples of types of assistance available to students with disabilities include accommodative testing arrangements, academic assistance (note-takers, interpreters, etc.), and other accommodations as needed. The Office of Disability Support Services is located in University Center, room 310, and is open Monday through Friday from 8:30 a.m. to 5:00 p.m. The coordinator may be reached at (516) 877-3145 or at dss@adelphi.edu. For more information, please see "Academic Assistance for Students with Disabilities" in the "Rules and Regulations" section of this *Bulletin*.

ELSLanguage Center

Before enrolling in regular credit-granting graduate courses, international students may study English in the ELS program. Monthly starting dates for English-language training have been arranged for the convenience of international students. The ELS office is located in Linen Hall. For admissions information, contact ELS at (516) 877-3910.

The Interfaith Center

Religious life and practice are a matter of choice at Adelphi. As a private, nonsectarian university, Adelphi does not promulgate any particular religious belief. The Interfaith Center provides a campus ministry to suit individual needs through spiritual guidance, counseling, educational programs, social events, and opportunities for worship. Participation is voluntary and all are welcome. Students are served by representatives of the Catholic, Protestant, and Jewish faiths.

The Interfaith Center fosters an ecumenical and interfaith presence on campus and introduces interested members of the University community to houses of worship in the area. On the third floor of the University Center they maintain the Interfaith Chapel, the Interfaith Library, and Offices of the Jewish, Catholic, and Protestant Chaplains.

Student Counseling Center

A student often faces many stresses and pressures. The Student Counseling Center (University Center, Room 310, (516) 877-3646) is here to help. We offer a variety of services, including individual and group therapy, consultation and assessment, crisis intervention, and referrals to both on-campus and off-campus resources. Our monthly wellness workshop series offers a forum to discuss a variety of issues that impact a student's life. The Student Counseling Center also offers education and confidential counseling to students regarding drug and alcohol abuse issues.

A significant on-campus resource is The Center for Psychological Services, which offers psychotherapy and psychological testing to students, staff, and the surrounding community. It is housed in the Hy Weinberg Building and is part of the Derner Institute for Advanced Psychological Studies. Professional and confidential services are provided at no fee to members of the Adelphi community,

Graduate Curriculum and Table of Graduate Degree

The curricula, or courses of study, of the graduate programs are set forth in later sections devoted to the individual schools: the College of Arts and Sciences, School of Education, School of Business, School of Nursing, School of Social Work, and the Gordon F. Derner Institute of Advanced Psychological Studies.

The University awards the following graduate degrees to students who fulfill all degree requirements. Students are advised that enrollment in other than registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards.

Doctor of Philosophy (Ph.D.)

Psychology:

Clinical (HEGIS: 2003.00)*

Doctor of Arts (D.A.)

Communicative Disorders (HEGIS: 1220.00)

Mathematics (HEGIS: 1701.00)

Doctor of Social Welfare (D.S.W.)

(HEGIS: 2104)

Master of Arts (M.A.)

Art (HEGIS: 1002)

Art Education (HEGIS: 0831)

Biology "7-12" (HEGIS: 0401.01)

Chemistry "7-12" (HEGIS: 1905.01)

Community Health Education (HEGIS: 0837.00)

Early Childhood and Elementary Education (HEGIS: 0802.00)

Educational Leadership and Technology (HEGIS: 0827.00)

Elementary Teachers, N-6 (HEGIS: 0802.00)

English (HEGIS: 1501.00)

English "7-12" (HEGIS: 1501.01)

Health Education "K-12" (HEGIS: 0837.00)

History (HEGIS: 2205.00)

Mathematics "7-12" (HEGIS: 1701.01)

Physical Education Teacher "K-12" (HEGIS: 0835.00)

Physics "7-12" (HEGIS: 1902.01)

Psychology (HEGIS: 2001.00)

Social Studies "7-12" (HEGIS: 2201.01)

Spanish "7-12" (HEGIS: 1105.01)

Teaching English to Speakers of Other

Languages (TESOL) (HEGIS: 1508.00)

Master of Science (M.S.)

Accounting (HEGIS: 0502.00)

Adult Health Nursing (HEGIS: 1203.10)

Bilingual Education (HEGIS: 0899.00)

Biology (HEGIS: 0401.00)

Business (HEGIS: 0506.00)/Nursing (HEGIS: 1203.10)

Joint M.B.A./M.S.

Communication Disorders (HEGIS: 1220.00)

Deaf Studies (HEGIS: 0812.00)

Environmental Studies (HEGIS: 0420.00)

Finance (HEGIS: 0504.00)

Mathematics Teacher Program (HEGIS: 1701.01)

Nursing (HEGIS: 1203.10)

Nursing (HEGIS: 1203.10)/Business (HEGIS: 0506.00)

Joint M.S./M.B.A.

Nursing Service Administration

(HEGIS: 1203.10)

Special Education for School Age Learners (HEGIS: 0808.00)

Literacy Education (HEGIS: 0830.00)

Special Education for School Age Learners and Elementary Education

(HEGIS: 0808.00)

Teachers of Speech and Hearing Handicapped (HEGIS: 0815.00)

*. HEGIS, and High Education General Information.

Ma. e of B i e Admi i. a i
(M.B.A.)

Accounting (HEGIS: 0502.00)

Management (HEGIS: 0506.00)

Business/Nursing

Joint M.B.A./M.S. (HEGIS: 0506.00 Business)
(HEGIS: 1203.10 Nursing)

Ma. e of Social We k (M.S.W.)
(HEGIS: 2104.00)

Post-Master's Certificate Program in Clinical

COLLEGE OF
ARTS AND **S**CIENCES

Arts and Sciences

Science Building 127

Gayle Dranch Insler, *Dean*
E-mail: Insler@adelphi.edu

Charles Shopsis, *Associate Dean*
Ruth McShane, *Assistant Dean*

Philosophy of the College

Long before Adelphi was a University composed of many distinct schools, it was Adelphi College, founded in 1896 and distinguished by its progressive commitment to liberal undergraduate learning. Today the chief heir and champion of that commitment is the College of Arts and Sciences. The Graduate School of Arts and Sciences is a division of the College.

On the occasion of the first Commencement of Adelphi College, William C. Wallace, a graduate of Adelphi Academy, the preparatory school that was the College's predecessor, commented on the College motto: *Vita sine litteris mors est*. His remarks could equally illuminate the philosophy of today's College of Arts and Sciences. "Surely," he said, "life without learning, without knowledge, is death. Without faithful knowledge of the past, without a living knowledge of the present, without an intelligent hope for the future, wherein would we differ from the meanest thing that lives, moves, and has a being? Without ability to learn the great physical, intellectual, and spiritual truths we are indeed dead."

Mindful of the cultural inheritance of the past, the College encompasses those realms of inquiry that have characterized the modern pursuit of knowledge.

Knowledge of what others have accomplished is part of what makes a person educated, but only part. What matters more is the transformation of the learner's mind: the development of those qualities of intellect and independence essential to practical success in the modern world and a full productive life.

The faculty of the College place a high priority on their students' intellectual development in and out of the classroom, and structure programs and opportunities to foster that growth. Learning at the graduate level will necessarily challenge a student to study and analyze original research or other creative work, develop first-hand facility with creative or research methodologies, undertake collaborative work with peers and mentors, engage in serious internships, and hone communicative skills.

Aware of the expanding number of mature students seeking graduate study, the University schedules graduate programs to be as convenient for the part-time student as possible.

We invite you to explore the graduate study options available in the College of Arts and Sciences. Each department's programs provide excellent preparation for further study or careers in a particular field. Just as important, as William C. Wallace suggested, they contribute to a life worth living.

Programs of Study, 2001-2002

Department / Program	Degree
Art and A. H. Studio Art	Master of Arts
Art "K-12" Teacher*	Master of Arts
Biology	Master of Science
Biology "7-12"*	Master of Arts
English	Master of Arts
English "7-12"*	Master of Arts
Environmental Studies	Master of Science
Mathematics and Computer Science	Master of Science
Mathematics "7-12"*	Master of Arts
Physics	Master of Arts
Physics "7-12"*	Master of Arts
Social Studies	Master of Science
Social Studies "7-12"*	Master of Arts
Spanish	Master of Arts
Spanish "7-12"*	Master of Arts

* See also *School of Education*.

Graduate courses are also offered in anthropology, biochemistry, earth science, English, history, languages and international studies, mathematics and computer science, philosophy, and physics. Please consult the course offerings for descriptions of these courses.

Admission Requirements.

Also see the section in this Bulletin titled "Admissions."

Application for Admission

Applicants to graduate programs may enter in January and September, and also in summer session.

Requirements for Advanced Degree

Criteria and Other

Academic Requirements.

Students are responsible for observing all requirements and regulations that pertain to the degree they are seeking. Students should, therefore, familiarize themselves thoroughly with the requirements and policies outlined in this Bulletin, as well as the supplemental requirements and policies of the departments in which they are studying. Any exceptions to these policies must be approved by the department and by the dean of the College of Arts and Sciences in writing and filed in the Graduate Office in

meet admission requirements and complete reg-

Number of Credits

Hyphenated courses (e.g., CHE 631–632) are year-long courses. Credits earned for the first half of a year-long course may be applied toward fulfillment of degree requirements only upon satisfactory completion of the second half of the course.

Comma courses (e.g., BIO 611, 612) are courses that extend over two semesters. Degree credit will be granted, however, for satisfactory completion of only one semester's work in such courses.

Schedule

Most graduate courses are scheduled for late afternoon and evening hours in order to permit part-time (maximum of 6 credits) students to earn an advanced degree while employed or engaged in supervised work in their field.

Grading Policy

The grade of C is substandard for graduate study. Credits earned with a grade of C will not normally be accepted as applicable toward fulfilling degree requirements and may serve as grounds for dismissal from candidacy. Exceptions may be made when, in the judgment of the faculty, the student's performance in certain other course work or areas of the program has been sufficiently outstanding to offset the work of C quality. The student is held responsible for ascertaining and fulfilling the policy of the department with respect to the acceptability of credits earned with a final grade of C.

The grade of P (passing or satisfactory) is used primarily for field work, clinical practice, student teaching, or individual study. In such courses, use of the Pass/Fail option is at the discretion of the instructor. In other types of courses a Pass/Fail option can be employed only

under exceptional circumstances. Permission must be granted by the course instructor, the student's major department, the department offering the course, and the dean.

A student earning a grade of F is subject to termination of degree candidacy and dismissal from further graduate study.

Students enrolled in thesis or dissertation research and selected other courses may receive a report of IP (in progress) if they are making satisfactory progress. The grade of IP will carry through the term of its contract, after which it will become an I. The use of IP is left to the discretion of the department. A final grade and credits will be assigned upon acceptance of the thesis or dissertation by the student's advisory committee. A final grade of C is substandard for graduate study.

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Art and Art History

Blodgett Hall 302

Harry Davies, *Chair*
E-mail: davies@adelphi.edu

<i>Professors</i>	<i>Art Director, Graphic Design Studio</i>
Harry Davies	Dale Flashner
Richard Vaux	

<i>Associate Professor</i>	<i>Assistant Professor</i>
Thomas McAnulty	Geoffrey Grogan
	Jacob Wisse

The study of art is the study of making. To make is to create, to interpret, and, finally, to understand one's own vision of the world. To study art and the history of art is to study the very essence of the self and of civilization.

The Department of Art and Art History offers a program of study that leads to the Master of Arts degree in studio art. For admission as a degree candidate, an applicant must have earned a baccalaureate degree from an accredited four-year college and have developed a portfolio of art work in a representative range of media. This work must have been done within the last five years.

Completion of degree requirements may be undertaken on a part-time basis. This degree can also be earned by attending just summers. Information on this option may be obtained from the department.

The art department also contributes course options for the Master of Arts degree for those seeking New York State certification for teaching on the primary and secondary level. Students who successfully complete the program will graduate with a Master of Arts degree from the School of Education. For further information contact the School of Education.

Portfolio Requirement

A formal portfolio presentation is required of all students applying for admission to the Master of Arts program. A portfolio of no more than 12-15 pieces of recent artwork is required. Original artwork is preferred to reproductions. Presenting the portfolio in person is advantageous as this provides the student with an opportunity to meet some of the art faculty and to visit the studio facilities. Slide portfolios are also acceptable for those students from abroad or living at some distance from the University.

Course Requirement

Course requirements for the Master of Arts in studio art total 36 credits. Ordinarily, students will concentrate in a primary area of studio work (up to 15 credits) supplemented by one or more secondary areas of studio concentration. In designing a program of study, students consult with the departmental chair or a graduate faculty advisor.

Requirement for the M.A. in Studio Art

Program Outline

Students select 36 credits from two or more studio areas in this group. All students must devote nine hours per week to a 3-credit studio course, of which three hours involve instruction and six hours call for individual studio work under supervision.*

ART 709, 710	Printmaking
ART 711, 712	Sculpture
ART 713, 714	Painting
ART 723, 724	Ceramics
ART 761, 762	Photography

* A substitution of up to 6 credits in art history may be made for an equivalent number of credits from the above studios.

Advanced Studios

ART 769, 770 Printmaking

Biology

Science Building 103

James Dooley, *Chair*

E-mail: dooley@adelphi.edu

George K. Russell, *Director of Graduate Studies*

E-mail: russell@adelphi.edu

Professors

A. Coolidge Churchill
Deborah F. Cooperstein

Carol Diakow

James K. Dooley

Gayle D. Insler

Richard Lund

George K. Russell

Associate Professor

R. David Jones

Assistant Professors

Lawrence Hobbie

Benjamin Weeks

Thomas Forbes

Master of Science in Biology

Preparation for the Health

Profession, Teaching, and

Scientific Research

Adelphi's graduate biology program prepares students for doctoral study and entrance into professional schools of medicine, dentistry, and veterinary medicine. The program also qualifies future educators for certification and expands the knowledge base of experienced teachers. Other graduates acquire the tools and skills necessary for successful careers in research, public health, and environmental law.

At Adelphi, students gain a broad foundation in biology, practical experience, and the fundamental skills of scientific research. Laboratory courses emphasize contemporary scientific techniques and integrate technology into the learning experience.

Departmental laboratory facilities include modern equipment for molecular biology, cell and tissue culture, scanning and transmission electron microscopy.

Students use these facilities for graduate research in cellular and molecular biology, immunology, genetics, evolution, and ecology.

Internships are available at local biotechnology companies, research facilities, and hospital research laboratories.

Faculty members work closely with students as mentors, ensuring a personal academic experience and career guidance. Over four decades Adelphi's biology department has awarded hundreds of graduate degrees to students and achieves consistently high success rates for students entering professional programs.

Premedical Preparation

A master's degree in biology provides the foundation for professional programs and careers as doctors, dentists, veterinarians, optometrists, podiatrists, and chiropractors. Careful planning is essential as you continue your education and prepare for your future career. Adelphi advisors assist students in course selection, reviewing admission requirements for professional schools, and career planning. For more information on Premedical Preparation, contact the Office of the Premedical Advisor at (516) 877-4140.

Master of Arts in Biology, MA12

Students seeking a graduate degree and New York State teaching certification for secondary level teaching can complete required course work for a Master of Arts "7-12" degree through Adelphi's graduate biology program in conjunction with the School of Education. Students who successfully complete the program are awarded a Master of Arts from the School of Education. For further information, contact Dr. James Dooley, Chair of the Biology Department, or the program director of the Master of Arts degree in secondary education fields in the School of Education.

Courses numbered 600 and above are offered in late afternoon or evening hours; it is possible

to fulfill degree requirements on the basis of either full- or part-time study.

Admission

For admission to the graduate program, students must (1) hold a bachelor's degree in biology or allied fields, or its equivalent, and (2) show promise of successful achievement in the field. The Graduate Record Examination is not required for admission. All admitted students enter the biology department as (1) regularly matriculated students or (2) nondegree (special) students. Applicants should contact the director of departmental graduate studies.

Requirements for the M.S. in Biology

A. Requirement (33 credits)

1. Three of the following core courses: BIO 614, 615, 640, 650, 674.
2. Two laboratory courses.
3. Elective credits:
Electives may be at the 500, 600, or 700 level. Only two courses may be chosen at the 500 level without specific approval following petition to the Director of Departmental Graduate Studies. With approval of the supervisory committee, up to 12 credits may be selected from graduate offerings in other departments.
4. An average of at least B is necessary for graduation. In general, a degree will not be awarded to any student who receives 3 credits of F or 6 credits of C.
5. BIO 798 and 799 (Thesis Research, based on laboratory or field studies.)

B. Non-thesis (Scholarly Paper) (36 credits)

1-4 as above plus BIO 796 (Scholarly Paper, a literature review, and critique of a specific field of study in biology.)

Students must acquaint themselves with the current copy of the Biology "Guide for Graduate Students." Copies may be obtained in the Biology Department Office. Requirements for the M.S. in biology are currently under revision.

Biology Web Address

http://www.biology.utoronto.ca

Environmental Studies

Science Building 103

Web site: <http://academics.adelphi.edu/artsci/env>

Richard Lund, *Director*

E-mail: lund@adelphi.edu

Professors

Henry F. Ahner, Physics

A. Coolidge Churchill, Biology

John Doohar, Physics

Anthony Cok, Environmental Studies

James Dooley, Biology

Thomas Forbes, Biology

Martin H. Garrell, Physics

Richard Lund, Biology

Sung Moon, Chemistry

Gottipaty Rao, Physics

Associate Professors

Anagnosti Agelarakis, Anthropology

Regina Axelrod, Political Science

Laraine Fletcher, Anthropology

David Gleicher, Economics

Charles Shopsis, Chemistry

Lawrence Sullivan, Political Science

Assistant Professors

Mariano Torras, Economics

John Vetter, Anthropology

Benjamin Weeks, Biology

Master of Science in Environmental Studies

Environmental Studies is an interdisciplinary field of knowledge that encompasses aspects of scientific, political, social, and economic disciplines. A working knowledge of these fields is necessary for the analysis, remediation and protection of a multitude of environmental problems

on local, national, or global scales. The Environmental Studies program permits students to become conversant with the breadth of environmental problems and possible solutions while achieving a strong, experience-based concentration in one of the specific disciplines within the field. There are three curricular options open to the student who wishes to pursue the Master's of Science degree in Environmental Studies. A student can elect a concentration in **Environmental Risk Assessment**, or in **The Global Environment**; or the student can elect a more integrative approach to the subject drawing on aspects of the two concentrations, **Environmental Education**.

The Master of Science in environmental studies prepares students for careers or further study in many industrial, regulatory, political, economic, and educational agencies. The grade program is comprised of 36 credits of course work, incorporating classroom, laboratory, field opportunities, and an optional thesis or internship. An optional culmination in a thesis provides additional flexibility for the student with more specific career or educational goals. Full time students can anticipate three semesters of 12 credits each. Field classes, internships, and research are also offered during the summer months. The requirements for a student's admission to the Master's program are a bachelor's degree in environmental studies or a related field and demonstrated promise of successful achievement in the field. Courses required for entry include basic microeconomics, political science, one year of introductory biology, statistics and calculus, and either chemistry through quantitative analysis or organic chemistry, or a year of physics for science majors. Computer literacy is also required. Work experience in related environmental fields will be considered with regard to the above requirements. Graduate Record Examination scores in the verbal and quantitative tests are required for purposes of student evaluation and guidance.

Mathematics and Computer Science

Alumnae Hall 111

William Quirin, *Chair*

E-mail: quirin@adelphi.edu

Professors

David Lubell

Walter Meyer

William Quirin

Associate Professors

Stephen Bloch

Robert Emmett Bradley

Yuly Brodsky

Robert M. Siegfried

Mathematics is the systematic study of structure, process, and relation. The quintessence of rational thinking, it is a discipline in its own right, while also providing the analytical tools and much of the language of the sciences. New developments in mathematics engendered by the computer revolution have informed the associated field of computer science, where structure, process, and relation reappear as system, algorithm, and interface. The concerns of computer science are not only mathematical and electronic, but also philosophical, linguistic, and psychological.

The mathematics department contributes course work toward a Master of Arts “7–12” degree for those seeking a graduate degree and New York State certification for teaching on the secondary level. Students who successfully complete the program will graduate with a Master of Arts from the School of Education. For further information see the chair of the department and the program director of the Master of Arts degree in secondary education fields in the School of Education.

Please consult the course offerings for descriptions of these courses.

Physics

Blodgett Hall, Lower Level

Henry F. Ahner, *Chair*

E-mail: hahner@adelphi.edu

Professors

Henry F. Ahner

John P. Doohar

Martin H. Garrell

Eugene Hecht

Gottipaty N. Rao

Physics is the study of energy and matter and their interactions. Historically, it has been characterized by the search for simple, unified explanations of phenomena. Its theories, supported by experimental research and expressed in precise, elegant mathematics, yield insight into the nature of the universe.

The physics department contributes course work to a Master of Arts “7–12” degree for those seeking a graduate degree for teaching on the secondary level. Students who successfully complete the program will graduate with a Master of Arts from the School of Education. For further information contact the chair of the department and the program director of the Master of Arts Degree in secondary education in the School of Education.

Please consult the course offerings for descriptions of these courses.

COURSES OF INSTRUCTION

COLLEGE OF ARTS AND SCIENCES

ANTHROPOLOGY

ANT 514 Language and Culture 3 credits
A survey of language, its meaning and its relationship to culture. Language as a type of communicational behavior within a sociolinguistic context is emphasized. Examples are drawn from the verbal and nonverbal models found in art, music, and social organization.

ANT 635 Cultural Anthropology 3 credits
Major concepts, theories, and methods of cultural anthropology. Customs, values, and social institutions from tribal cultures, worldwide. Fundamental course for graduate students without prior background in this field.

ANT 790 Ideology 3 credits
Reading and research on selected aspects of anthropology. Individual conferences are arranged with the advisor.

ART AND ART HISTORY

ARH 563 Philosophy and Criticism of Art 3 credits
This course examines the philosophy and criticism of art. Through original texts and close analysis of movements and manifestos, students trace the history of criticism and the range of ways in which artists, critics, philosophers, and rulers have approached, defined, and thought about the visual arts from classical to contemporary times.

ART 638 Calligraphy 3 credits
This course will introduce you to the wonders of the broad-edge pen. You will study in-depth the elegant style of writing known as "chancery cursive," commonly called "italic." You will engage in hands-on practice and receive many examples along with personal attention from the instructor.

ART 647 Art of Classical Antiquity 3 credits
Art and archaeology of ancient Greece, with emphasis on the achievements in sculpture and architecture of the high classical period. Relationships among mythology, history, and art in antiquity.

ART 709, 710 Printmaking Studio 3 credits each
Advanced theories, color methods, and their applications and effects on the various print media—etching, aquatint, mezzotint, wood, linocut, and drypoint.

ART 711, 712 Sculpture Studio 3 credits each
Intensive technical study in the methods and techniques of modeling, carving, lost-wax methods, and constructions, using many different media.

ART 713, 714 Painting Studio 3 credits each
Various interpretations of a wide choice of subjects and media providing a natural kind of process whereby individuals can build on their own resources through intelligence, feeling, and observation.

ART 723, 724 Ceramic Studio 3 credits each
Throwing and hand building techniques in stoneware and porcelain; sculptural pottery. Instruction in glazing and firing techniques.

ART 761, 762 Photography 3 credits each
An intensive review of photography and darkroom techniques. Lecture demonstrations acquaint the student with the camera and techniques essential to successful picture taking with print making. With this foundation students explore their design concepts and composition in expressing photographic imagery.

ART 765 Color, Media, and Material 3 credits
Advanced experimental studies of the major media concentrating on the functions of color, textures, binders, etc., basic to creative and practical applications of various pigments.

ART 769, 770 Printmaking Studio 3 credits each
Prerequisites: ART 709 and 710.
Individually selected problems in developing printmaking skills and techniques.

ART 771, 772 Painting Studio 3 credits each
Prerequisites: ART 713 and 714.
Individually selected problems in studio techniques of painting in a variety of media.

ART 773, 774 Sculpture Studio 3 credits each
Prerequisites: ART 711 and 712.
Advanced work in processes and materials; design of sculpture in selected media.

ART 775, 776 Ceramic Studio 3 credits each
Prerequisite: ART 723 or 724.
Individually selected problems in studio techniques and advanced work in processes and materials.

BIO 792, 793 Directed Reading *2-3 credits each*

problem of sustainability, environment and global institutions, and policy approaches.

ENV/BIO 567 Environmental Pollution & Disease *3 credits*

A survey of the human health effects of pollution, and the pathogenic mechanisms of disease. Emphasis is placed on understanding the molecular mechanisms which underlie the disease state. Consideration will also be given to issues of risk assessment, occupational exposures, and the links between economics, nutrition, and susceptibility to the health risks of pollution.

ENV/BIO 614 Ecological Systems *4 credits*

The fundamental concepts of ecology at the ecosystem level, and the interrelationships of these biological systems with abiotic environments. The interdependency of these systems and the effects of human manipulations are emphasized. Lecture, laboratory, and field work.

ENV/BIO 624 Scientific Computing *3 credits*

An introduction to graphic software applications for scientific presentation and publication. Packages used include current statistical graphing, illustration, and photo editing programs.

ENV/BIO 625 Community Ecology *3 credits*

This is a seminar covering the concepts of ecological niche theory, its development and applications both to modern community studies and to community ecology through geological time. The intimate relationships between community ecology, geologic history, and the patterns of evolution and extinction of prokaryotes are examined through selected readings and field excursions.

ENVPHY 630. Concepts of *4 credits*

and the various

ENVEAS6 51 Principles of Earth Science I *3 credits*

Introduction to the study of the Earth's crust, atmosphere, and hydrosphere at the ecosystem level.

Lecture and laboratory. Concepts of Earth Science I. 3 credits

HISTORY

HIS 534 Special Studies in American

History I *3 credits*

This seminar covers American history from the Civil War to the twentieth century. This course does not cover every topic, but is instead a thematic exploration of the most relevant historical problems during this era. The goal of this seminar is to introduce graduate students, prospective teachers, and educators, to a variety of problems and questions represented by contemporary writing on American history. By becoming familiar with these questions, students can separate one historical school from another, thus bringing more depth to their ability to prepare data-based questions and shape their own history courses. Students can choose from the total number of topics discussed weekly during class and write three papers, utilizing the suggested primary source material, interpretive essays, and texts, provided prior to each week's session.

HIS 534 Special Studies in American

History II *3 credits*

The course will explore changing conceptions of fundamental aspects of American culture. Special attention will be given to the relationship between ideas and culture, especially with regard to the notions of freedom, national identity, and individualism. Also, the changing roles of significant institutions—particularly the family, the schools and government—will be studied. Topics this semester parallel those of the first semester, i.e., “The Continuing Debate over the Constitution,” “The Idea of Freedom in America: William James and Frederick Jackson Turner.” Readings will range from William James and John Dewey to Timothy Leary and Christopher Lasch.

LANGUAGES AND INTERNATIONAL STUDIES

LIN 601 Structural Linguistics

3 credits

Study of descriptive and analytical concepts of structural linguistics. Application of linguistic principles to the problems of reading and to the teaching of English and foreign languages.

SPA 531 Caribbean Civilization

3 credits

A study of Caribbean culture and civilization through the most representative literature of this region including essays,

MTP 628 I. d. c. i. e. Li ea Algeb a 3 credits
A study of vectors, matrices, and determinants with applications to three-dimensional geometry and its transformations.

MTP 635 T. e. i. Ge. ma 3 credits
Topics to be selected by the instructor.

MTP 640, 641 F. e. da. i. e. S. 3 credits each
A al i
Prerequisite: MTP 625.

Taylor's theorem. Elementary functions of real and complex variables. Proof of the fundamental theorem of algebra. Definite integrals. Introduction to the calculus of several variables. The real numbers as a complete ordered field. Inequalities. Sequences. Series. Derivatives.

MTP 643 C. m. , a. i. e. al Ma hema ic 3 credits
Prerequisite: CSC 612 or 602.

A study of errors arising in computation: roundoff errors, truncation errors, propagation of errors. Mathematical concepts including differentiation, integration, sequences, and series are explored computationally.

MTP 650 I. d. c. e. P. S. habili a d 3 credits
S a i. ical I fe e ce

Finite sample spaces. Equally likely events. Permutations and combinations. Frequency distributions. Means and other moments. Binomial distribution. Statistical inference.

MTP 656 Hi. e. S. Ma hema ic 3 credits

Babylonian mathematics and the sexagesimal number system. Greek mathematics from Thales, Pythagoras, and Euclid to Archimedes and Ptolemy. Fibonacci and the Medieval period. Cardan and Tartaglia and the solution of the cubic equation. Newton and Leibniz and the creation of calculus.

CSC 602, 603 I. d. c. i. e. C. m. . e 3 credits
P. S. g. ammi g

Introduction to computer programming using an object-oriented language, such as C++. Selection and repetition, arrays, procedures, functions, and polymorphism. Applications to simple problems.

CSC/MTP 604 Di. c. e. e. Ma hema ic 3 credits
f. e. C. m. . e. Scie ce

Mathematical structures used in computer science. Sets, boolean algebra, directed and undirected graphs, networks, partially ordered sets, semigroups, and finite-state machines.

CSC 610 C. m. . e. P. S. g. ammi gi C++ 3 credits
Prerequisites: CSC 602 and 603, or fluency in a programming language and knowledge of basic data structures.

Introduction to object-oriented programming (OOP) using C + +. This course is intended for students already familiar with another programming language such as Pascal or C.

The syntax of the language, which implements the usual structures of imperative programming languages, will be introduced. In addition, the C + + implementation of OOP concepts like objects, classes, inheritance, and polymorphism will also be explored. Several programming assignments as well as a software engineering project will be required.

CSC 615 A. embl La g age f. e. 3 credits
Mic. e. Scie ce

Prerequisites: prior programming experience and permission of department.

Introduction to machine language and assembly language. Computer architecture, assembly programming techniques, I/O programming concepts, loaders, linkers, assemblers, and operating system interfacing.

CSC 616 P. i. ci. le. S. P. S. g. ammi g 3 credits
La g age

Prerequisite: CSC 602 or 612.

A comparative study of programming languages, with a view toward identifying common general features and respects in which they differ. Intensive study of a high-level structured language such as PASCAL, ADA or PL/1 and comparisons with BASIC. Compiled vs. interpreted languages: block structure, variable types, parameter passing.

CSC 675 C. m. . e. Ha. d. a. e. a. d 3 credits
A. chi. ec. e. I

Prerequisites: MTP/CSC 604 and CSC 615.

Functional description of computer components and their organization. Memory organization and bus architecture. Processors: digital logic, ALU, registers. Machine representation of data, commands, and addressing modes. Input/output components.

CSC 676 C. m. . e. Ha. d. a. e. a. d 3 credits
A. chi. ec. e. II

Prerequisite: CSC 675.

Microprogram and control store architecture. Pipeline and parallel processors. Concepts of non-von architecture.

CSC 680 S. ecial T. e. i. C. m. . e 3 credits
Scie ce

May be taken more than once for credit.

PHILOSOPHY

PHI 790 I. de. e. de. Re. ea. ch 3 credits
Registration only with permission of department.

Independent research in philosophy for students who are interested in exploring the philosophical aspects of work in a field of interest to them. Frequent consultations with the chosen faculty advisor and a substantial written project embodying the work of the semester are required.

PHYSICS

PHY 555 Laser and Holography 3 credits

Prerequisite: PHY 264; or equivalent.

Fundamental laser concepts. Spontaneous emission, stimulated emission, absorption. Optical amplification. Pumping processes. Threshold conditions. Optical resonators. Theories and properties of gaseous, liquid, crystalline, chemical, and semiconductor lasers. Spatial and temporal coherence. Gaussian beams. Fundamentals of holography. Image reconstruction. Fresnel, Fourier, phase, computer holograms. Optical filtering. Demonstration experiments.

PHY 605 A. Stars and Space Physics 3 credits

A nonmathematical introduction to modern thinking in astronomy and space physics. Astronomy—how we have been able to learn about the earth, the planets, the sun, the

GORDON F. DERNER
INSTITUTE OF ADVANCED
PSYCHOLOGICAL STUDIES

Gordon F. Derner Institute of Advanced Psychological Studies

Hy Weinberg Center 220

Louis H. Primavera, *Dean*
E-mail: primavera@adelphi.edu

Patrick L. Ross, *Associate Dean*
Lenore Heller, *Director of Master's Program*
Jonathan Jackson, *Director of Psychological
Services*

Karen Lombardi, *Director of Clinical Training*
Joseph Newirth, *Director of Postdoctoral
Programs*

Jerold Gold, *Chair of Undergraduate Program*

Distinguished Research Professor

George Stricker

Professors

Wilma S. Bucci
Rebecca C. Curtis
Morris Eagle
Jerold Gold
Lawrence Josephs
Morton Kissen
Karen Lombardi
Robert Mendelsohn
Coleman Paul
Susan Petry
Louis Primavera
Patrick L. Ross
Janice M. Steil
Ellenmorris Tiegerman

Associate Professors

Denise Hien
Mark Hilsenroth
Joseph W. Newirth
Kate Szymanski
Joel Weinberger

Clinical Professor

Jonathan Jackson

Assistant Clinical Professors

Michael Civin
Michelle Collins
Andrew Eig
Diana Fosha
Lenore Heller
Kirkland Vaughans

Professional Philosophy

Clinical psychology is a combination of scholarly inquiry and professional service. It draws on and contributes to the evolving body of knowledge about the workings of the human mind, while helping patients transform the ways they make meaning and relate to others. To participate in such a complex enterprise, the clinical psychologist requires an unusual balance of qualities, including critical reasoning, erudition, creative imagination, and the empathy and sensitivity to work with patients. An education that aims to produce such a balance of qualities must combine academic learning from across many disciplines with thorough clinical training. Through such a curriculum, the Gordon F. Derner Institute of Advanced Psychological Studies educates clinical psychologists who are both professionals and scholars.

Founded by Gordon Derner in 1951, Adelphi's clinical psychology doctoral program was conceived as the first to emphasize the model of professional education proposed at the Boulder Conference on Clinical Psychology. The Boulder model proposed that a clinical psychology program must adhere to the following general principles: the clinical psychologist should have a core of knowledge and training common to all psychologists; the program should be of at least four years' duration, combining academic and clinical training, including an internship; preparation should be broadly directed toward both research and professional goals *rather than simply technical skills*; courses should be developed in sequence and be complementary rather than overlapping; the faculty should be neither over-dominated by the academy nor simply practical; continued contact throughout the training with clinical material is necessary, with the range extending from the normal to the abnormal population; a sense of professional responsibility and professional obligation must be instilled; cooperative work with persons of related disciplines is encouraged and sensitivity to the social implications of the psychologists' activities is

essential; and throughout, research issues are to be emphasized. Thus, the program should hold fast to those principles that suggest that the psychologist will be a professional, trained in a research tradition. These principles suggest that the program be divided into the following major areas of instruction: general psychology, psychodynamics of behavior, diagnostic methods, therapy, research methods, professional ethics, and related disciplines.

Program of Study

The Derner Institute offers the following master's, doctoral and postdoctoral programs:

- I. General Psychology (Master of Arts)
- II. Clinical Psychology (Doctor of Philosophy)
- III. Respecialization in Clinical Psychology (Certificate Program)
- IV. Postdoctoral Diploma
 - A. Psychotherapy and Psychoanalysis
 - B. Child and Adolescent Psychotherapy
 - C. Group Psychotherapy
 - D. Postdoctoral Program in Marriage and Couple Therapy
 - E. Postgraduate Program in Psychodynamic School Psychology

Program and Degree

The Master of Arts in general psychology enables students to advance their exploration of human personality, psychodynamics, developmental and social psychology, and psychoanalytic theory. It is a full- or part-time program, designed to serve three broad groups: 1) students who will be able to make use of a master's degree to advance an already established career direction; 2) students who have an interest in future doctoral level training, but who need additional preparation to apply competitively for such a program; and 3) students who have a general interest in learning more about clinical psychology, but who have no specific clinical career path in mind.

Courses for this program are offered at the Garden City campus.

The Derner Institute also offers four doctoral and postdoctoral programs in psychology. Because the doctoral programs are scholar-professional programs and maintain the standard of a contribution to scholarship as a degree requirement, the Doctor of Philosophy degree is awarded. The doctoral program in clinical psychology prepares students who have a primary career goal of community practice, often combined with academic or research positions. The respecialization diploma program prepares doctoral-level psychologists who wish to make a career shift from another area of psychology into clinical psychology for community practice. The postdoctoral diploma programs prepare candidates for community practice in psychotherapy and psychoanalysis, in child and adolescent psychotherapy, or in group psychotherapy.

The clinical psychology doctoral program consists of required courses of study with a balance of research, theory, biological and social bases of behavior, and extensive clinical practice in psychodiagnostics and psychotherapy supervised by a faculty member who is a practicing clinician. The respecialization diploma program serves to prepare nonclinical psychologists, through participation in academic work and intensive clinical training, to develop skills equal to those whose doctorates were earned in clinical psychology. The postdoctoral programs consist of a series of seminars in theory, technique, related areas, and case conferences; personal therapy and supervised practice are basic requirements of this program. The master's program consists of seminar and lecture courses in general psychology from a psychodynamic perspective.

Clinical facilities for several of the programs are available on campus and in the community at Creedmoor State Hospital, Nassau County

with an assigned three students. The respecialization program combines some of the placements to make it possible to have the clinical training at the University in a two-year period.

Research and scholarship are emphasized throughout the program, with special preparation for a scholarly presentation of a research project as a culminating academic/professional experience. This second-year project, consisting of a publishable research study performed under the guidance of a faculty mentor, is required of all students. Final outline for the dissertation is usually completed in the third or fourth year with completion of the dissertation within the fifth or sixth year.

The Ph.D. in Clinical Psychology

First Year

Fall

PSI 620	Psychodynamics of Behavior: Freudian Theory
PSI 625	Psychological Testing I: Advanced Clinical Psychology I
PSI 640	Research Conference: Methods and Design
PSI 644	Statistics I Statistics Lab
PSI 632	Initial Intake Seminar I

Spring

PSI 734	Developmental Psychology
PSI 621	Clinical Psychopathology
PSI 626	Psychological Testing II: Advanced Clinical Psychology II
PSI 645	Statistics II Statistics Lab
PSI 642	Research Work Group I
PSI 633	Initial Intake Seminar II
PSI 824	Neuroprocessing Behavior

Second Year

Fall

PSI 746	Externship Applied Clinical Research
PSI 724	Psychoanalytical Psychotherapy I: Principles Child Diagnostic Interviewing
PSI 630	Diagnostic Practicum I
PSI 712	Case Conference I
PSI 700	Research Work Group II
PSI 643	

Spring

PSI 834	Externship Sex and Gender
PSI 722	Psychoanalytic Psychotherapy II: Processes Advanced Clinical III
PSI 736	Social Psychology
PSI 742	Research Work Group III
PSI 713	Diagnostic Practicum II
PSI 701	Case Conference II

Research Project Due: The Research Project typically will be an empirical project of publishable quality, but of lesser magnitude than a doctoral dissertation.

Third Year

Fall

PSI 830	Object Relations
PSI 833	Disorders of Self
PSI 835	History & Systems
PSI 812	Psychotherapy Practicum I
PSI 800	Case Conference III
PSI 743	Research Work Group IV

Spring

PSI 850	Ethics
PSI 831	Group Dynamics
PSI 821	Adult Development— Empirical Approaches to Psychotherapy
PSI 813	Psychotherapy Practicum II
PSI 801	Case Conference IV
PSI 817	Research Work Group V

Fourth Year

Fall

- PSI 838 Race, Class & Ethnicity
Elective I
Elective II
- PSI 812 Psychotherapy Practicum III
- PSI 803 Concentration Case
Conference Sem I
- PSI 818 Research Group VI
- PSI 824 Physiological Psychology
- PSI 851 Colloquium I

Spring

- PSI 739 Cognitive, Behavioral and
Humanistic Approaches
Elective III
Elective IV
- PSI 813 Psychotherapy Practicum IV
- PSI 804 Concentration Case
Conference Sem II
- PSI 819 Research Work Group VII
- PSI 852 Colloquium II

Fifth Year

Fall

Internship

Spring

Internship

Specialization Program

First Year

Fall

- PSI 620 Psychodynamics of Behavior:
The Development of
Freudian Psychology
- PSI 625 Advanced Clinical
Psychology I
- PSI 700 Psychotherapy Case
Conference I
- PSI 712 Clinical Practice I:
Psychodiagnostics
- PSI 715 Clinical Practicum I

Spring

- PSI 621 Clinical Psychopathology
- PSI 626 Advanced Clinical
Psychology II

- PSI 701 Psychotherapy Case
Conference II
- PSI 713 Clinical Practice II:
Psychodiagnostics
- PSI 716 Clinical Practicum II

Second Year

Fall

- PSI 724 Techniques of Psychotherapy
- PSI 800 Psychotherapy Case
Conference III
- PSI 812 Clinical Practice III:
Psychotherapy Practicum
- PSI 820 CullTD0 Tw(Confelerapm6nce um)TTJ/F3

Spring

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abnormal psychology. Graduate Record Examination including the Verbal, Quantitative, and Advanced Exam. Miller Analogies Test is not required. The program does not have minimum required scores, although most candidates have G.R.E.s considerably above 500 and G.P.A.s well above 3.0. The top group of applicants for the Clinical Psychology program are interviewed in required group interviews.

For respecialization program: A doctorate in psychology. A personal group interview.

For postdoctoral programs: A doctorate in a mental health specialty. Two personal interviews.

Doctoral Degree Respecialization

Ph.D.: Four years full time on campus and clerkships plus one year full-time internship for clinical psychology. Second-year research project required. Dissertation required, written comprehensive not required, oral comprehensive not required, oral dissertation defense required. Six years average time to completion of program.

Respecialization Doctoral Clinical Psychology

Doctorate in psychology other than clinical psychology required, dissertation not required, two years in clinical courses and clerkships plus one year internship required. Three years average time to completion of program.

Doctoral Degree in Psychology and Professional

Doctorate and state license in an area of mental health, including psychology, psychiatry, social work, or psychiatric nursing, required; dissertation not required; four years part time, including personal analysis, supervision, courses, seminars, and case conferences, required; written comprehensive not required; oral case presentation at end of third year required; supervisory evaluations required. Four years average time to completion of program.

Doctoral Degree in Child and Adolescent Psychology

Doctorate and state license in an area of mental health, including psychology, psychiatry, social work, or psychiatric nursing, required; dissertation not required; three years part time, including personal therapy, supervision courses, seminars, and case conferences, required; written comprehensive not required; oral case presentation at end of second year required; supervisory evaluations required. Three years average time to completion of program.

Doctoral Degree in Graduate Psychology

Doctorate and state license in an area of mental health; two years part-time including personal group therapy, supervision courses, seminars, supervised evaluation required. Three years average time to complete the program.

Minority Consideration

Special care is taken to recruit and to help provide financial assistance for qualified minority students. A Derner Institute-supported minority student organization participates in recruitment of faculty and students, selection of students, planning of special programs, and minority student orientation and advisement.

Affirmative Action Program

A University-wide affirmative action officer and committee on which the Institute has a representative monitor all schools and colleges of the University.

Financial Aid

Funding for students in the Gordon F. Derner Institute of Advanced Psychological Studies is available in several forms: loans; on- and off-campus employment; teaching, research, and clinical assistantships; and paid field placements.

Loans

Government loans are available through the University. Financial need must be demonstrated. Apply for state and federally funded low-interest loans through the Office of Financial Aid, Levermore Hall.

Disposal Teaching, Research, and Clinical Assistantships

For clinical students, upon acceptance for the group interview, the necessary forms for request for financial aid will be given to the applicant. It is not necessary to apply in advance.

All assistantships cover tuition and are considered to be loans from the University to the student. The student can discharge the responsibility of the loan by working approximately 20 hours a week during the academic year. Summer work may also count toward meeting this responsibility. Any portion of the work that is not completed will result in a debt to the Institute, payable after graduation, with modest interest based on the market conditions at that time. Each student is assigned to a faculty member or activity, and will be given the opportunity to work off the debt prior to graduation. Several cooperative community and clinic appointments are also available.

Scholarships and Fellowships

A limited amount of scholarship money is available to New York State residents through the Tuition Assistance Program (TAP). Forms are available in the Office of Financial Aid, Levermore Hall. All students should investigate the possibility of obtaining these funds.

Further information regarding foundations, fellowships, and grants may be obtained by writing or calling a special library called:

The Foundation Center
888 Seventh Avenue
New York, New York

The APA monograph, *Graduate Study in*

will be considered by the Financial Aid Committee in its deliberations.

3. Occasionally a faculty member will need an assistant with a special skill or area of expertise. If the only student with the qualifications needed is not financially needy, the student may be awarded an assistantship anyway, as remuneration for the work assigned as assistant.

In order to help more students rather than fewer, teaching assistantships will be offered in increments of $\frac{1}{4}$, i.e., $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and full.

The procedure for applying for financial aid from the Derner Institute is the following:

Every student applying must fill in the Financial Aid Form and submit a copy to the Chair of the Financial Aid Committee. In addition, students must submit the Derner Institute Application for Financial Aid Form, a copy of their most recent federal income tax return as stipulated on the FAF form, and, if according to information supplied on the FAF, the student is classified as dependent, a copy of the parents' federal income tax return. The original FAF and the income tax return(s) should be submitted to the Financial Aid Office at Adelphi.

Emergency and Memorial Fund

A limited amount of money is available for emergency, short-term loans. Specific terms are arranged with the Dean, to whom applications should be directed.

Leave of Absence Guidelines

The continuity of training and education is an important aspect of the program; the faculty generally will not permit extension of leaves of absence beyond a single year. Under special circumstances, a student may petition for an extension of a leave for an additional year; such a petition must be presented no later than the preceding spring. The petition must present a compelling reason for such an extension, and should

also include provision for approved professional activities during the leave period. The decision will be based on the specifics of the case, including the student's previous performance in the program, and the professional use that will be made of the leave period. If leave is not granted, the student will be expected to return to full-time status; or will have to reapply and be considered as a new student.

COURSES OF INSTRUCTION

GORDON F. DERNER INSTITUTE OF ADVANCED PSYCHOLOGICAL STUDIES

PSI 602 Theories of Personality 3 credits
General orientation to theories of personality, including history, development, content, and research on personality theory.

PSI 603 Theories of Psychopathology 3 credits
Nature and causes of mental illness. General concepts of psychopathology. Therapies currently used are discussed, and their relatedness as part of treatment.

PSI 604 History of Psychology 3 credits
A tracing of historical roots of psychology from philosophy and physiology from the 17th century to modern times. Emphasis is given to development of experimental psychology and psychoanalysis in Germany, France, Great Britain, Russia, and the United States.

PSI 605 Social Psychology 3 credits
A comprehensive study of the social aspects of human behavior with emphasis on the effects of social and sociocognitive variables upon psychological process. Topics include attitudes and attitude change, attribution theory, social cognition, and aggression. Class meetings focus on research findings, methodology, and the development of theory.

PSI 606 Psychological Research Methods 3 credits
This course will cover a number of advanced experimental and statistical techniques which have been shown to have specific usefulness in psychological research and will feature a critical analysis of research articles.

PSI 607 Developmental Psychology 3 credits
Basic principles underlying the development of children's perceptual, cognitive, social, and communicative skills are studied. The process of development is emphasized more than the capabilities of the child at any particular age.

PSI 608 Psychology of Sexuality and Gender 3 credits
Examines the status and development of gender differences. Readings are primarily from the psychological literature, but biology, anthropology, and sociology also contribute concepts and data.

PSI 609 Cognitive and Cognition 3 credits
Theories of Memory
Topics or issues are selected from cognitive psychology with a view toward the development of proposals for future research. Specific problem areas that could be discussed include concept formation, long and short-term memory, the effects of input and output modality, cognitive factors in information processing, creativity, individual differences in problem solving, and cognition in infrahuman species.

PSI 610 Freud and Psychoanalysis 3 credits
Examination of the development of Freud's thought from his early explorations of the unconscious and neurosis (id psychology) to the later work on the structure of personality (ego psychology).

PSI 611 Group, Family, and Couple Therapy 3 credits
Students learn to assess the skills of themselves and others in establishing and maintaining relationships in groups. Students will observe their own behavior, the behavior of other group members, and the behavior of the group as a whole to determine the group's interaction skills and deficits in each group member's repertoire. Both process and content involved in conducting behavior training in groups will be presented didactically and experientially.

PSI 612 Contemporary Views of Psychoanalysis 3 credits
A look at the work of post-Freudian psychoanalysis and other schools of psychoanalysis which have developed since Freud including object relations interpersonal and self psychology.

PSI 613 Theories of Industrial and Organizational Psychology 3 credits
This course will provide an introduction to theoretical and methodological foundations of industrial and organizational psychology including general systems approaches, motivation, theories of intelligence, human learning and introductions to psychometric and experimental procedures; the study of the individual and job measurement and the management of individual behavior in organizations including assessment of attitudes, abilities, skills, vocational preferences and personality assessment, job and task analysis, organizational effectiveness, recruiting selection, placement and personal training, conflict management, organizational structure, dynamics, role making and control systems; the study of behavior processes in organizations including job satisfaction, stress, decision making, problem solving, group influences, leadership, communication, change processes; cross cultural and gender related issues within the organization.

PSI 614 The Psychoanalytic Study of the Organization 3 credits
A half year advanced seminar surveying the field of psychoanalytic studies of the organization. Theoretical, clinical, and experimental data will be reviewed.

PSI 616 Personality Styles and Character Disorders*3 credits*

This course will explore the psychodynamics of the various personality styles. Obsessive compulsive, hysteric, depressive, masochistic, narcissistic, schizoid, paranoid, and anti-social style and character disorder will be elucidated. The etiology and treatment of the various character disorders will be examined. Character disorders will be approached from psychoanalytic, cognitive-behavioral, and psychiatric (i.e., Axis II of DSM IV) perspective.

PSI 620 The Individual Research Project*3 credits*

An optional course for candidates for the master's degree in general psychology. The student completes an original research review project. Students will meet in a group, each member of which will have the ultimate task of preparation and presentation of a significant review paper.

PSI 791 Individual Reading and Research*3 credits*

Individual reading and/or research under faculty supervision. Students are guided in the preparation of an appropriate master's level thesis project.

PSI 620 Psychological Development: The Development of Freud's Psychology*3 credits*

Examination of development of Freud's thought from his early explorations of the unconscious and neurosis (id psychology) to the later work on the structure of personality (ego psychology).

PSI 621 Clinical Psychology*3 credits*

Review of psychopathology theory and treatment, focusing on DSM IV, an understanding of dynamics in pathological behavior, and the ability to communicate with patients in a therapeutic manner.

PSI 623 Child Psychology*3 credits*

This course is divided into three parts:

1. Special diagnostic considerations in work with children;
2. An introduction to psychoanalytic developmental theory, with particular emphasis on object relations theory;
3. Applied clinical issues with children, with special focus on learning disabilities and borderline disorders.

PSI 625 Advanced Clinical Psychology I*3 credits*

Theory and history of psychodiagnostics with special reference to the concept and measurement of intelligence. Introduction to the concept of character structure and the different character types and the relevance to psychodiagnostics. Clinical experience in cognitive instruments including Wechsler scales and the Bender Gestalt. Lectures, laboratory, and weekly clinical practicum one day in public school or in community agency.

PSI 626 Advanced Clinical Psychology II*3 credits*

Continuation of PSI 625 with emphasis on personality assessment. Integration of diagnostic information with oral and written reports. Lectures, laboratory and, in conjunction with PSI 628, weekly clinical practicum one day in public school or in community agency.

PSI 628 Assessment of Personality*3 credits*

Emphasis on interpretation of projective techniques in psychological assessment. Full batteries administered by groups of two students for class use in developing diagnostic hypotheses. Lectures, laboratory, and, in conjunction with PSI 626, weekly clinical practicum one day in public school or in community agency.

PSI 630 Child Diagnostic Interview*3 credits*

This course will introduce students to clinical and practical issues in dealing with and diagnosing learning disorders.

PSI 632 Initial Interview*1.5 credits*

This course, the first of four in the clinical training sequence, covers procedural and process aspects of the initial interview.

PSI 633 Initial Interview II*1.5 credits*

This course is a continuation of PSI 632.

PSI 640 Research Conference*0 credits*

A continuous weekly research conference of all first-year students.

PSI 642, 643, 742, 743**Psychological Research I, II, III, IV***3 credits each*

Year-long intensively supervised research practicum. Student serves as research apprentice to a university or community laboratory or research program to which the student is assigned and participates in a weekly research conference.

PSI 644 Advanced Psychological Statistics*3 credits*

Statistical procedures related to simple research designs. Major topics include sampling theory and special applications in determining statistical reliability, chi square, and related non-parametric tests, special methods of correlation, multiple regression, and test reliability and validity.

PSI 645 Advanced Statistical Methods*3 credits*

Advanced statistical techniques of special usefulness in psychological research. Complex analysis of variance designs and analysis of covariance.

PSI 647 Research Design I*3 credits*

An examination of the principles of research design as they apply to various types of research from laboratory experiments to quasi-experimental field studies.

PSI 700, 701, 800, 801**Psychology Case****Conferences I, II, III, IV***0 credits each*

Year-long clinical psychotherapy case conferences of Adelphi Psychological Services by small groups of second- and third-year students and a rotation of all psychotherapy supervisors.

PSI 712 Clinical Practice I:**Psychodiagnosis***3 credits*

Intensively supervised psychodiagnostic testing and interviewing of severe psychoneurotic and psychotic patients. This practicum is given in a mental hospital or clinic to which the student is assigned for two days a week. Practicum includes lectures, conferences, and case presentations.

PSI 713 Clinical Practice II:**Psychodiagnosis***3 credits*

Intensively supervised psychodiagnostic testing and interviewing in Adelphi Psychological Services or similar outpatient clinic to which the student is assigned for two days a week. Practicum includes lectures, conferences, and case presentations.

PSI 715, 716 Clinical Practice I, II*3 credits*

Two-day a week placement in the field in a clinic or hospital setting.

PSI 720 Modes of Inquiry*3 credits*

In this seminar the contemporary understanding of the human psyche is explored by examining sociological, economic, religious, and political thought, and the relationship between these modes of inquiry and the psychodynamic.

PSI 722 Psychological Practice II:**Psychoanalysis***3 credits*

A study of some central theoretical and clinical developments in psychoanalysis. Contributions of classical, interpersonal, object-relational, and self-psychological models are examined with respect to their varying conceptualizations of, for example, transference, resistance, and cure.

PSI 724 Psychological Practice I: Principles*3 credits*

The technique of neo-psychoanalytic brief psychotherapy, along with the analysis of the theoretical formulations of the more prominent psychotherapy systems to foster psychotherapy skills.

PSI 729 Transpersonal*3 credits*

This course examines contemporary psychoanalytic, neurobiological, and developmental theories of psychological trauma with particular emphasis on childhood sexual abuse. It also presents psychoanalytic treatment approaches to the traumatized patient.

PSI 734 Developmental Psychology*3 credits*

Major aspects of development, including topics such as infancy, childhood, adolescence.

PSI 736 Social Psychology*3 credits*

An examination of the social psychological perspective with an emphasis on the types of questions social psychologists ask.

PSI 739 Advanced Case Studies,**Behavioral, and Humanistic Psychology***3 credits*

This course discusses psychotherapy theories, techniques and research that develop after, and in some cases as a reaction to, psychoanalysis. Included are behavior modification, interpersonal therapy, BECK's cognitive therapy, existential-phenomenological philosophy and psychology and PERL's Gestalt Therapy. The course focus is practical application with a goal of enhancing and enlarging the psychotherapist's repertoire of skills.

PSI 746 Applied Clinical Research*3 credits*

Emphasis on research in psychotherapy. The student is required to produce an original research design of Ph.D. dissertation caliber.

PSI 803, 804 Concentration Case Conference**Conferences I, II***1.5 credits*

Open to fourth-year students, who select a clinical concentration area which expands their clinical development. Each Concentration Case Conference focuses upon a particular treatment modality, e.g., group psychotherapy, or on a different clinical ability, e.g., neuropsychology.

PSI 812, 813, 817, 819**Clinical Practice III, IV, V, VI:****Psychology Practice***3 credits each*

Year-long intensively supervised psychotherapy practicum. Students serve as junior staff psychologists on a half-time basis in the Adelphi Psychological Services and also attend a continuous case conference and a psychotherapy seminar.

PSI 815 Clinical Internship*0 credits*

A fifth-year placement in a clinic or in a hospital, in which the student functions under close supervision as a member of the psychology staff. The student may choose an approved setting any place in the United States, and serves in a full-time assignment for the year.

PSI 816 Clinical Internship II*0 credits*

Students complete the second half of their one-year internship during this semester.

PSI 818, 819 Continuing Dissertation**Thesis***3 credits*

Continuous supervised research on student's dissertation topic while continuing academic work.

PSI 820 Social Topic:**Cultural and Psychological***3 credits*

This seminar focuses on understanding the therapist-patient relationship via cultural phenomena manifested by the therapeutic process. The course addresses several pertinent clinical aspects of doing transcultural psychotherapy: recognizing

the importance of the patient's cultural hallmarks; uncovering and using this material for therapeutic benefit; and the therapist's reactions to working with varied populations.

PSI 820 Special Topic :

Child Psychology *3 credits*
An introduction to play therapy. The historical context and various theoretical approaches are represented; contributions of the Kleinians and the British Middle School are stressed.

PSI 821 Adult Development in the Life Span *3 credits*

This course reviews theories of adult development including stage theory, epigenetic theory and others. Issues in gerontology and the evolution of the structure of the family will be studied.

PSI 824 Neurocognitive Behavior *3 credits*

Following a brief review of basic concepts in neuroanatomy, biochemistry, and physiological psychology, students are introduced to specific topics in human neuropsychology. Issues regarding normal and pathological functioning are investigated from an adult as well as a developmental perspective.

PSI 825 Clinical Neuropsychology *3 credits*

Students are introduced to theories and techniques of neuropsychological assessments. A broad range of assessment instruments are examined in a varied set of clinical presentations.

PSI 830 Special Topic :

Object Relations *3 credits*
This course will consist of an exploration of object relations theory as a conceptual groundwork for contemporary approaches to the psychotherapy process.

PSI 830 Special Topic :

Doctoral Preparation *3 credits*
This course must be taken along with Continuous Doctoral Research by students who have not gone to Proposal by the time their internship is completed.

PSI 831 Special Topic :

Group Dynamics *3 credits*
This class will stress an analysis of interactional processes and dynamics that are basic to all group functioning, but particularly, to psychotherapy groups.

PSI 832 Cognitive *3 credits*

This course covers basic concepts and problems in cognitive psychology (perception, attention, memory, schemas, decision-making, etc.) as well as clinically relevant areas of cognition research (emotion, the unconscious, repression, etc.). The emphasis is on empirical research and on the integration of empirical research with clinical insights and applications.

PSI 833 Special Topic :

Development of the Self *3 credits*
In this seminar the development and pathology of the self will be explored through an intensive study of the core issues of internalization and symbiosis. The major theoretical positions will be compared both in terms of theory and treatment implication. Each student will be required to do a short paper integrating the clinical material with a case that he or she is seeing.

PSI 834 Multicultural Issues: Sexuality, Gender, and Gender *3 credits*

This course surveys bisexual, gay, lesbian, and transgender issues in psychology and psychotherapy. Adult sexual dysfunction and gender perspectives are also examined.

PSI 835 History of Psychology *3 credits*

A tracing of historical roots of psychology in philosophy and physiology from the 17th century to modern times. Emphasis is given to development of experimental psychology in Germany, France, Great Britain, Russia, and the United States.

PSI 838 Multicultural Issues II: Race, Class, and Ethnicity *3 credits*

This course examines the impact of race, class, and ethnicity on psychological theory and practice.

SCHOOL OF **B**USINESS

School of Business

Business Building 121

Anthony F. Libertella, *Dean*
E-mail: Libertella@adelphi.edu

Rakesh Gupta, *Associate Dean*

Professors

Allan S. Ashley
Gregory P. Gutman
Anthony F. Libertella
MaryAnne Hyland
Alvin J. Rosenstein

Assistant Professors

Rakesh Gupta
Harvey J. Heinowitz
Samuel Natale
Alan Kreitzman
Jayen Patel
R. Bruce Swensen

Associate Professors

Jack Angel
Grace Conway
David Gleicher
Jeffrey Goldstein
Zhimin Huang
Susan Li
David Machlis
Darko Skorin-Kapov
Daniel A. Verreault
Winston Waters

Mariano Torras
Simon Yang

Professional Philosophy

Few areas of American life are as dynamic and challenging as the world of business and entrepreneurship. The rapid pace of technological change and the growth of international markets and competition are creating rich opportunities for increased productivity and abundance for an ever larger number of people. To seize these opportunities, specific endeavors must be identified, developed, managed, and pursued. The flux and uncertainty of our new global economy, however, means that past practices are no longer a sure guide to future possibilities. The School of Business at Adelphi has fully embraced this challenge of modern economic

life by recognizing that growth and abundance depend on the knowledge, understanding, and originality of tomorrow's business leaders as well as on their energy, ambition, and sense of responsibility. To create the new entrepreneur who can flourish amidst unprecedented change, the School has redefined its educational philosophy, reorganized its curriculum, and reinvigorated its pedagogy. The principles underlying this reform include the belief that the best business leaders are those who enjoy intellectual challenge; have a deep appreciation of the theoretical and the practical; understand today's reality and tomorrow's possibility; and see the link between the skills they learn and the character they display.

In addition to the Master of Business Administration (M.B.A.), the School awards other graduate degrees and post-graduate certificates, including: M.S. in Finance; Certificate in Management for Non-Business Majors; Certificate in Management for Women; and the Certificate in Human Resource Management.

The School's graduate students form a vibrant community whose diversity enriches the learning experience. They come from across the United States and many foreign countries, with undergraduate majors ranging from anthropology and economics to nursing and fine arts, and professional backgrounds ranging from bank officer and senior accountant to military officer and lawyer. Professional clubs and organizations such as the Accounting Society and the Marketing Club bring together students with common interests, and provide forums to exchange ideas and explore career options and professional goals. Guest speakers, internship opportunities, and our Distinguished Executive Lecture Series further serve to enhance the learning environment.

Career-related activities are coordinated by the University's Center for Career Development. The Center provides assistance with resumé preparation, interviewing skills, and employment search techniques. The Center also oversees the on-campus recruitment process and

aims to prepare students well ahead of that process. Students are encouraged to schedule individual career interviews as they proceed through their studies and to attend the career workshops held throughout the year. On-campus events feature guest speakers from various corporations who discuss career paths and opportunities. In addition, the Center maintains listings of full-time, part-time, and summer positions.

Program of Study

Degree

Master of Business Administration (M.B.A.)

Degree in Management

Specializations:

- (1) Corporate Finance and Investments;
- (2) Human Resources/Management;
- (3) Marketing and E-Commerce.

Master of Business Administration (M.B.A.) in Management with Master of Science (M.S.) in Nursing

Master of Science (M.S.) in Finance

Advanced Post-Graduate Certificate:

Human Resource Management
Management

Master's Program

The M.B.A. and M.S. programs share the following unified structure:

This component of courses helps ensure that all students possess the basic skills and abilities necessary for graduate business study. The number of prerequisite courses needed varies depending upon the student's previous academic preparation and background.

- Understand the best management practices on the continuum from product design, production, and distribution, to the final collection of funds, i.e., the whole design-to-remittance value-creation chain. Every manager needs to implement the best practice in every function of the organization and understand the service, financial, and manufacturing sectors of the global economy. These topics are investigated in OPR 678 Best Practices,

**The Master of Business
Administration (M.B.A.) in
Management** (33–66 credits)

The M.B.A. program is designed to serve middle-level professionals and others seeking advancement in management careers. To be able to perform with distinction in our global environment, today's managers must be intellectually well-rounded and have the capacity to

rates contemporary management theory; business fundamentals and essential core competencies; and knowledge, skills, and values of advanced professional nursing practice. The objective of this joint degree program is to prepare leaders who facilitate and embody the competencies required to help transform health service organizations and health systems as a whole.

Administrative Joint Degree Program, M.B.A. in Management and M.S. in Nursing

Students can apply to the M.S. and M.B.A. programs concurrently. One application and one set of transcripts, references, and other supporting documents should be sent to the Office of University Graduate Admissions. Students may exit the program after completion of the requisite 45 credits for the M.S. in nursing. Students who are currently enrolled in the M.S. program in nursing administration and who wish to enroll in the joint degree program must apply directly to the School of Business prior to enrolling in NUR 770. An additional 27 credits will be required for the M.B.A.

Administrative Requirements

1. Current licensure as a registered nurse.
2. Possession of a baccalaureate degree in nursing from a professionally accredited program or a non-nursing baccalaureate degree plus a passing score on the NLN baccalaureate comprehensive achievement test.
3. Completion of a basic calculus and a basic statistics course with a grade of B or better.
4. A minimum of two years of practice in nursing prior to taking specialty courses. One year of practice should be in nursing service administration.
5. Official transcripts from all previous colleges or universities attended.
6. Grade point average of 3.0
7. Two letters of recommendation from the applicant's recent employers.
8. Graduate Management Admission Test (GMAT results).
9. A statement of personal objectives.
10. International applicants must have obtained a minimum score of 550 on Test of Foreign Language (TOEFL) within the past two years; a declaration and certificate of finances; and certified English translations of all prior academic records.

Program Plan *

Management, Requisite, (39 credits)

ACC 500	Financial Accounting
ECA 520	Macroeconomics
ECA 521	Microeconomics
MGT 561	Management Theory and Organizational Behavior
OPR 573	Management Information Systems
MKT 580	Marketing Management
ACC 600	Accounting for Managerial Analysis
FIN 630	Corporate Finance
OPR 678	Best Practices, Operation,

knowledge component of the Master of Business Administration (M.B.A.) degree.

All 33 of the certificate credits are transferable to the M.B.A. degree upon satisfactory completion of all other admissions requirements for the M.B.A. degree.

ACC 500	Financial Accounting
BUS 551	Legal/Ethical Environment of Business
ECA 520	Macroeconomics
ECA 521	Microeconomics
FIN 630	Corporate Finance
MGT 561	Management Theory/ Organizational Behavior
MKT 580	Marketing Management
OPR 501	Computer Applications
OPR 507	Mathematics for Managers
OPR 573	Management Information Systems
OPR 670	Statistical Methods

Certificate Program in Management for Women (33 credits)

Although women make up half of today's labor force, their career aspirations are often unsatisfied because of lack of professional training in management. To address this problem, the Certificate Program in Management for Women has been established by the School of Business of Adelphi University. The program is designed to meet the needs of post-college-educated women seeking opportunities for promotion, and those changing careers.

The graduate curriculum course sequence, admissions requirements, and support services of the Certificate Program in Management for Women are the same as for the Certificate in Management for Non-Business Majors.

The Certificate Program in Management for Women received the First Annual Equal Opportunity for Women Innovation Award of the

American Assembly of Collegiate Schools of Business (AACSB).

Certificate Program in Human Resource Management (15 credits)

American business and industry are becoming increasingly aware of the degree to which an organization's success depends on the productive well-being of its human resources. Accordingly, the business world has been increasing its attention to the personnel function and to the field of Human Resource Management.

The Certificate Program in Human Resource Management is designed to provide the human resource professional who has earned a graduate degree with the personnel skills and state-of-the-art knowledge needed to perform effectively in this changing and growing field.

The program is open to students with Master's degrees in any field. All 15 of the program's credits are transferrable to the M.B.A. degree upon satisfactory completion of all other admissions requirements for the M.B.A. degree.

Human Resource Certificate (15 credits)

Required courses:

HRM 762	Human Resource Planning and Policy
HRM 765	Developing World Class Human Resources
HRM 766	Performance Appraisal and Compensation Administration
MGT 561	Management Theory/ Organizational Behavior
MGT 660	Industrial Relations

Admission Requirements

In addition to the requirements for University graduate admission, specified elsewhere in this *Bulletin*, all prospective students are required to submit:

- Graduate Management Admissions Test

dean, chair, or program director is presented at registration.

Additional Information

Course Time and Place

Class schedules have been designed to accommodate the schedules of men and women engaged in full-time careers. Courses are offered at both the main Garden City campus and the Huntington Center. Courses for all graduate degree and certificate programs are scheduled Monday through Thursday evenings and Saturday mornings at Garden City and Huntington. Each course meets once a week. Qualified students may also select the fast-track, GOAL MBA, program option. GOAL MBA features an accelerated trimester with Saturday programming, and a choice of two study locations—the main Garden City campus, and the Huntington Center. Switching between campuses is an option in all programs.

Academic Advising

Faculty advisors and mentors are available for academic counseling through all our business programs. Students may meet with advisors from the time of first inquiry through graduation. Considering the individual's interests, desired area of specialization, and time constraints, the student and advisor together formulate a plan of study matching educational needs with the individual's career and professional goals.

Advisors/mentors schedule office hours at times convenient for their advisees. Extra hours of service are also added during each registration period.

Career Counseling

The University's Center for Career Development offers help with career decisions, taking into account both the students' interests and education and their desired salary and

career path. Whether you are a young graduate student, an experienced professional seeking a career change, or someone returning to the work force, counselors will take the time to assess your interests and skills, and help you make the right decision. Annual reports, recruiting brochures, and employment guides are available as handouts or on a lending basis.

The Career Center also holds special receptions for employers and students, as well as career seminars on résumé writing and interviewing. These events are only part of an overall career strategy that can be put together for you.

Internships

Internships are available to qualified students in some programs. Students are placed in part-time positions corresponding to their field of study and earn academic credit by completing an independent study project with a faculty advisor.

Academic Services

Students receive academic support in their course work through special tutorial sections including a mathematics review course. Computer assistants are available in the Computing Center, located on the lower level of the Business Building.

Leadership

The School of Business Distinguished Executive Lecture Series keeps students current on the latest developments in economics, banking, finance, marketing, and management.

Professional Societies

The School of Business has been granted a charter for the Beta Xi Chapter of Delta Mu Delta, one of the oldest national honor societies in business administration. Delta Mu Delta, founded at New York University in 1913, is a

member of the Association of College Honor Societies. To be eligible for membership a student must have a minimum G.P.A. of 3.5; complete one-half of the degree requirements at Adelphi; and show a willingness to serve the community.

Scholaric Re i eme .

Students who are accepted provisionally must maintain a 3.0 average while completing the course work specified in their letter of acceptance. Fulfillment of these conditions will result in the student being eligible for matriculation as a degree candidate. Failure to comply with the conditions of acceptance may result in dismissal from the program.

G adi g S . em

Each candidate for a master's degree must complete all graduate course requirements with a minimum grade-point average of 2.75 on a scale of 4.00. A minimum of 2.75 is required for graduation.

A student who fails to maintain a 2.75 cumulative grade point is placed on academic probation and is subject to possible dismissal.

If the student has not withdrawn from a course, or has not completed the course requirements and made no arrangements with the instructor for an Incomplete, the instructor must issue a grade from A to F.

See the section titled "Grading System" in this *Bulletin*.

Wai e a d S b . i . i s P olic

Depending upon the student's previous academic background, waivers or substitutions for certain courses may be granted, reducing the total number of overall credits needed to complete a degree program. The Office of the Dean and chairpersons will advise as to whether the student qualifies for any course waivers or substitutions upon acceptance into a degree program.

P fici e c E ami a i s

Students who do not meet the criteria to be considered for course waivers and substitutions, may be granted permission to take a proficiency examination in certain specialized disciplines for *prerequisite* course requirements.

T a fe C edi P olic

A maximum of 6 graduate credits may be transferred to meet prerequisite and core course requirements provided they have been:

- Taken in an accredited graduate program;
- Completed within the last five years prior to entering Adelphi University, School of Business;
- Completed with a grade of B or better;
- Comparable in content to courses offered by the School of Business.

Mi im m C e Re i eme . a Adel hi

A minimum of 30 credits in residence must be taken at Adelphi University for degree programs.

G ad a i s i h Di . i c i s

Graduate degrees are awarded with distinction to outstanding graduate students who have achieved a cumulative grade-point average placing them in the top 10% of their graduating class. The cumulative grade-point average is based only on graduate courses taken at Adelphi University, School of Business.

Wai e of Academic Reg la i s

A student in the School of Business may request the waiver of an academic regulation by petitioning the Academic Standards Committee of the School of Business. Petitions should be addressed to the committee and filed with the Office of the Dean of the School of Business. Students are requested to discuss the matter with a member of the dean's staff prior to submitting their petitions.

entrepreneurship, leadership, team-building, and strategic development.

BUS 652 Government and Public Policy 3 credits

An analysis of the role of government in the economy. An appraisal is made of the antitrust laws, the patent system and other measures designed to maintain and foster competition. Governmental views on merger action and "big business" are analyzed. Governmental programs in the form of grants, subsidies, and policies to promote economic stability are evaluated.

BUS 662 Entrepreneurship I, Entrepreneurship II 3 credits

Prerequisites: MGT 561, 666, and ACC 600.

Explores the theory, self-evaluation, decision-making process, risk, and reward of entrepreneurship. Students use readings, case analysis, discussion, and business plan preparation to apply their skills and knowledge to practical situations. Students learn to identify and describe strategic position, present prospects, and to formulate plans. Success stories will be presented by guest experts.

BUS 679 Strategic Management 3 credits

To be taken in the last term of student's program.

The course synthesizes the concepts and techniques developed in prior courses in order to construct a rational basis for developing business objectives and strategic plans. Actual business conditions are simulated. Cases are selected from a cross section of industries to provide a variety of experiences. Industry areas represented include both manufacturing and service oriented organizations (small, medium, and large), both public and private. Successful mastery of the subject matter requires an ability to recognize and define problems, within an economic, social, and government context; analyze financial statements; recognize marketing opportunities and develop appropriate plans; and perform those basic mathematical and statistical computations that may be required in organizing and analyzing data.

BUS 689 Research in Communication and Negotiation 3 credits

Prerequisite: MGT 561.

A comprehensive study and experience of the research process, this course examines the methodology of formulating and analyzing a problem, identifying and interpreting various forms of data, and of reporting findings through a major research report and oral presentations. Students are required to demonstrate their mastery of the course content by selecting a business problem and carrying out a complete research project in which they are encouraged to employ appropriate statistical and computer-assisted data analysis.

ECONOMIC ANALYSIS

ECA 520 Macroeconomics 3 credits

A detailed treatment of the concept of full-employment equilibrium; determinants of consumption, investment, and government expenditure. Multiplier and accelerator analysis. Policies for full employment, price stability, and maximum growth. Designed to provide students with the tools of aggregate

economic analysis and to help apply them to the decision-making process.

ECA 521 Microeconomics 3 credits

Prerequisite: OPR 507.

Analysis of the behavior of individuals and firms under competitive conditions; price determination under perfect competition, monopoly, oligopoly, and monopolistic competition; general static equilibrium and the efficient allocation of resources. Through problem-solving, the course utilizes economic analysis to help improve the process of managerial decision-making.

FINANCE

FIN 510 Securities Markets 3 credits

Analyzes the institutions and operations of securities markets in the United States. Topics include: the analysis of the mechanisms by which securities markets bring buyers and sellers together, establish prices, and execute transactions; the determination of transactions costs; the relationship between speculative activities and securities price movements; and the behavior of stock market prices. Particular emphasis is given to the markets for corporate equities.

FIN 630 Corporate Finance 3 credits

Prerequisites: ACC 500, OPR 670, ECA 524, and 521.

A basic introduction to the financial environment in which corporations must operate. Topics include the nature of securities markets, financial ratio analysis, valuation of securities, and optimal asset and liability management.

FIN 634 Corporate Finance II 3 credits

Prerequisites: ACC 500, FIN 630, OPR 507, and 670.

An intermediate course in finance covering forecasting of financial requirements and capital expenditures. Case studies are used extensively to illustrate the decision-making process.

FIN 713 Seminar in Finance 3 credits

Prerequisites: ECA 520, FIN 630, or permission of instructor.

An examination of domestic and global issues in banking and finance. Students are assigned research projects which are related to current issues. The nature and extent of the projects(s) will be determined by the instructor and the student.

FIN 734 Building Shareholder Value

The High Competition Alternative. The Strategic Decision-Making Process. FIN 734

FIN 737 Advanced Topics in Finance 3 credits

Prerequisites: FIN 630, 734, OPR 507, and 670.

Valuation of the firm: taxation, dividend policy, and valuation. Stock market: theory of asset portfolio selection, stock market equilibrium and simplified diversification methods, measurement of stock portfolio performance, theories and evidence on the statistical nature of stock price behavior. Bond market: theories and evidence on the behavior of the term-structure interest rates, studies of the primary market of municipal bonds. Other topics: management compensation and valuation of stock options, valuation of convertible securities and warrants.

FIN 738 Intermediate Analysis 3 credits

Prerequisites: FIN 630, OPR 507, and 670.

Basic valuation theory covering individual companies, industries and the securities markets. Included are bond valuation and determinants of capital market rates; the appraisal of equities (preferred and common) of static, stable-growth, and super-growth firms; the role of leverage, as exemplified in convertible bonds and preferred stock, warrants, and options; and the evaluation of investment return, risk, and performance. Also examined are technical analysis and alternative methods of investment and trading, involving various holding periods. Computer applications are stressed wherever applicable.

FIN 739 Portfolio Management 3 credits

Prerequisites: OPR 507, 670, FIN 630, and 738.

The determination and application of appropriate security selection filters. Techniques for improving and maximizing individual and institutional portfolio performance. Procedures for efficient diversification and concentration. Investment timing and forecasting via economic, monetary, fundamental, and technical indicators and procedures. Specialized portfolio practices and strategies for mutual funds, other types of investment companies, banks, savings and loan associations, casualty and life insurance companies, pension funds, foundations, educational and other non-profit institutions.

FIN 743 International Financial Management 3 credits

Prerequisites: FIN 630.

Analysis of the financial problems, opportunities, and questions that confront the management of international firms. Exploring forecasting in the foreign environment, multinational capital budgeting, affiliate financial structures, and managing international funds movements.

HUMAN RESOURCE MANAGEMENT

HRM 568 Human Resource Management. 3 credits
Prerequisite or corequisite: MGT 561.

This course will initially survey the roots and rationale of the development of personnel administration as an increasingly important function of organizational management. It will particularly emphasize a pragmatic study of current policies, goals, functions, principles, and practices of personnel departments in private and public organizations.

HRM 762 Human Resource Planning and Policy. 3 credits
Prerequisite or corequisite: MGT 561.

This course covers the conceptual and legal issues as well as the major legislation underlying the development of policies in the area of human resource management. Topics include when, why, and how policies should be written. The course will also cover the development and application of human resource planning and the staffing process—recruitment, assessment, and selection of operating and managerial personnel. Interdependency of policy and planning will be examined relative to other human resource activities.

HRM 763 The Executive Personality: The Selection Process. 3 credits
Prerequisite or corequisite: MGT 561.

Applies personality theory to managers and executives and inquires into the so-called management/executive personality syndrome. Heavy emphasis is placed on executive selection-interviewing. Students are trained in interviewing skills, in listening carefully, interpreting objectively, and feeding back. Students are required to do extensive reporting of interview results.

HRM 765 Developing World Class Human Resource. 3 credits
Prerequisite: MGT 561.

Select, develop, retain, promote, and compensate high-performance employees. Appreciate the special rewards and challenges of developing such employees on a global scale.

HRM 766 Performance Appraisal and Compensation Administration. 3 credits
Prerequisite or corequisite: MGT 561.

Methods of performance appraisal of operating and managerial personnel and methods of conducting performance reviews will be examined. Emphasis will also be placed on designing and implementing appraisal review systems. The course will examine the rationale and methods of establishing and administering compensation programs. It will also present techniques for developing job analysis and job evaluations and methods of constructing a wage and salary structure. Interdependency of performance appraisal review system and compensation administration will be examined relative to other human resource activities.

MANAGEMENT

MGT 561 Management: The Organizational Behavior. 3 credits

Examines the rationale underlying the methods of designing the structure of organizations, the functions of management, and research findings from the behavioral sciences that serve as a foundation for understanding how people relate. Topics include various managerial functions including planning, organizing, staffing and control. The course focus also includes organizational socialization, needs and motivation

placed upon developing a pragmatic grasp of the concepts, principles, and practices of participative management.

MARKETING

MKT 580 Marketing Management 3 credits
 Deals with managerial strategies and decisions as they relate to the marketing function and includes such topics as product pricing, distribution channels and promotion policy. Attention is focused on concepts involved in the total marketing process including the role of consumer demographics, psychographics, product development, and research, as well as international marketing and the ethical and legal environment. Case studies will be utilized.

MKT 582 Creative Problem Solving 3 credits
Prerequisite: MKT 580.

The purpose of the course is to help develop in the student a general openness to experience from both without and within; a toleration for ambiguity, confusion, and disorder; the strong disposition to be independent rather than conforming; an ability to solve both simple and complex problems imaginatively; and a philosophy of creative living where the emphasis is on doing by effecting improved relationships or conditions in the life of man. Techniques such as synectics, brainstorming, lateral thinking, creative calisthenics, and imagineering will be explored.

MKT 680 Sales Management and Direct Marketing 3 credits
Prerequisite: MKT 580.

The course will expose students to the history as well as to the current status and future direction of direct marketing. Fields covered will include database marketing/management, telemarketing, list management, direct mail, and ful-

OPR 573 Management Information Systems 3 credits

Prerequisites: OPR 501 and 507, OPR 670.

An introductory course on the graduate level of business-oriented computer applications and techniques. Designed to impart the concepts and constraints necessary for guiding, understanding and communicating with data processing personnel. System objectives, hardware, programming, feasibility, installation, planning, organization control, and evaluation review on a conceptual level. A simple system application will be developed and run on the computer.

OPR 670 Statistical Methods 3 credits

Prerequisites: OPR 501 and 507.

How to approach the solution of business problems by the use of statistical decision-theory. Problems translated into statistical terms. Among topics presented: identifying statistical population; specifying decision parameters; sample selection; mathematical probability; use of sampling data to measure probabilities of unknown population values; estimating and testing problems; data flow. Also to be considered: comparative experiments and their statistical design; analysis of variance; linear regression and correlation analysis theory; time series theory and applications; index number construction and use.

OPR 675 Total Quality Management 3 credits

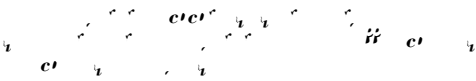
Prerequisite: MGT 561.

Introduction to the philosophy and techniques of Total Quality Management (TQM). TQM is the systematic analysis of the performance and dysfunctions of an organization with the goal of improving quality, timeliness, and productivity. Topics include: making TQM a company-wide strategy in the administrative, marketing, and technical areas; Quality Function Deployment as a method of satisfying customers by translating their demands into design targets and quality assurance points; technical measurements of process quality, such as quality control charts; and managing human quality performance and employee involvement.

OPR 678 Best Practice, Operations, and Total Quality Management 3 credits

Prerequisites: OPR 501, 507, and 670, ACC 600.

Understand the best management practices from product design, production, distribution, and collection of funds, i.e; through the whole order to remittance chain. Apply best practice analysis to services, financial, and manufacturing sectors.



V

SCHOOL OF
EDUCATION

School of Education

Harvey Hall 130

Elaine Sands, *Dean*

E-mail: sands@adelphi.edu

Diane Caracciolo, *Associate Dean*

Professors

Judith Cohen

Ronald S. Feingold

Florence L. Myers

Robert Otto

C. Roger Rees

Assistant Professors

Leonisa Ardizzone

Alan Cohen

Janet Ficke

Leah Fiorentino

Kathleen Kelson

Esther Kogan

Susan Lederer

Robert Linne

Patricia A. Marcellino

Anne Mungai

Associate Professors

Joan Callahan

Stephen A. Cavallo

by the New York State Department of Education in August 2000; the deadline for his degree program is the January 31, 2004, graduation deadline.)

Department of Education Studies

- I. Department of Childhood and Adolescence Education
 - Master of Arts in Early Childhood and Elementary Education PreK-6:
 - Precertification
 - Master of Arts in Elementary Teachers, Pre-K-6: In-Service

Education Studies

The Department of Education Studies is comprised of graduate teacher preparation programs in childhood and adolescent education, special education, literacy, TESOL, bilingual education and educational leadership and technology. All of these programs, with the exception of literacy and educational leadership and technology, have both precertification and in-service components. Students with undergraduate majors in a liberal arts or science should apply for admission into a precertification program. Students who hold a valid, unexpired New York State teaching certificate in one of the above areas should apply for admission into one of our in-service programs, including the M.S. in literacy.

The programs in the Department of Education Studies are registered with the New York State Department of Education to recommend provisional and permanent teacher certification in the certificate title for which the degree is awarded. All students should apply for certification through Adelphi University in the semester during which they plan to complete graduation requirements. The Educational Leadership and Technology program is registered with the New York State Department of Education to provide S.A.S. (School Administration and Supervision) certification for students enrolled in the Master's and Certificate programs only. The 15-credit Advanced Certificate program requires S.A.S. Certification for admission.

Grading Policies

The following grading policies apply to all students enrolled in the department of education studies:

1. Students must maintain a B average. If a student receives a grade of C+ or less in a course, it must be counterbalanced with a grade of A. Upon receiving a grade of C+ or less, students will receive a letter of warning from the department chair.
2. Any student who receives a second C+ or less will be put on academic probation and blocked from further registration until receiving academic clearance from an advisor.
3. Any student who receives three grades of C+ or less during graduate work will be dismissed from the program.
4. Upon receiving a grade of C+ or less,

**The M.A. in Early Childhood
and Childhood Education
(Pre-service Program)
and Elementary Teacher
(In-service Program)**

Esther Kogan, Molly Quinn, *Program Co-Chairs*

The Master of Arts in elementary education is divided into two distinct course sequences: an in-service program for students currently holding provisional certification in New York State, and a precertification program for students beginning their professional preparation. Upon application to the program, students' records will be evaluated and they will be advised of their appropriate course of study.

Pre-service Program

(36 credits for M.A. plus 6 additional credits for student teaching)

Students are expected to have completed, as part of their undergraduate work, Adelphi's New York State liberal arts certification requirements. These requirements are: a 36-credit liberal arts and sciences major; 6 credits in social sciences, 6 credits in English, 3 credits in mathematics, 3 credits in natural science, and one year in a language other than English.

Upon admission to the program, students will receive an evaluation of any deficiencies. Students with deficiencies must complete them prior to student teaching and application for New York State certification. It is the student's responsibility to send official transcripts for courses taken elsewhere to the School of Education, Office of Academic Services. All liberal arts undergraduate prerequisite courses must have been completed with grades of C or better to be credited toward certification.

Please note: The Department of Education Studies will not waive student teaching. All students in the precertification program must complete one of the clinical components described in this section in order to graduate.

Foundational Core (12 credits)
EDU 601 The Historical, Social,
and Moral Foundations
of Education
EDU 607 Cognition and Teaching
EDU 670 Special Education:
Current Interpretations
and Historical Origins
EDU 780 Educational Research

Curriculum and Method Core (15 credits)
EDU 621 Curriculum Development
and Issues
EDU 626 Integrated Science, Math,
and Technology I, N-6
EDU 627 Reading and Literacy N-6
EDU 628 Integrated Science, Math,
and Technology II, N-6
EDU 629 Social Studies, Literature,
and the Arts N-6

Liberal Arts (3 credits)
EDU 552 The Philosophical
Foundations of Education:
Bridging Theory and Practice
OR
Graduate course in College of
Arts and Sciences

Clinical Component
(12 credits taken concurrently)
EDU 502 Reflective Practice Seminar
in Early Childhood and
Elementary Education
EDU 531 Student Teaching in
Early Childhood and
Elementary Education
OR
EDU 760-761 Elementary
Internship/Student Teaching
(2 semester sequence for
students in Internship
Program)
EDU 544 Reading and Methods
Practicum

Clinical Competencies for Working Teachers (6 credits taken concurrently)

For students who are currently teaching full-time in an early childhood or elementary classroom, the degree requires the following 6 credits to total 36:

EDU 544	Literacy and Methods Practicum
EDU 532	Practicum in Early Childhood and Elementary Education

Certification Seminars (0 credits)

EDU 611	Child Abuse Seminar
EDU 614	Seminar Violence Prevention and Intervention
EDU 900	NYSTCE Review Course

Interdisciplinary Program (33 credits for M.A.)

Required Course (12 credits)

EDU 601	The Historical, Social, and Moral Foundations of Education
EDU 621	Curriculum Development and Issues
EDU 780	Educational Research
EDU 800	Master's Seminar in Special Education and Inclusive Settings

Area of Choice (12-15 credits)

With the approval of the chair, program director and/or faculty advisor, students may choose from a combination of the following, but at least two courses must be taken in any one area.

- Bilingual Education
- Early Childhood Special Education

social studies (36 credits in the social sciences, excluding psychology, with at least 15 credits in history, including two courses in U.S. history and two courses in Western civilization); and one year of a language other than English. Precertification students must have a B or better average in their subject for admission into this program.

Upon admission to the program, students will receive an evaluation of any deficiencies. Students with deficiencies must complete them prior to student teaching and application for New York State certification. It is the student's responsibility to send official transcripts for courses taken elsewhere to the School of Education, Office of Academic Services.

Please note: The Department of Education Studies will not waive student teaching. All students in the precertification program must complete one of the clinical components described in this section to graduate.

Foundations Course (18 credits)

EDU 552	The Philosophical Foundations of Education: Bridging Theory and Practice
EDU 601	The Historical, Social, and Moral Foundations of Education
EDU 603	Adolescent Psychology
EDU 607	Cognition and Teaching
EDU 635	Secondary School Reform: Problems and Prospects
EDU 780	Educational Research

Clinical Method Course (6 credits)

EDU 511–518	Curriculum and Methods of Instruction in Secondary Education (select one)
EDU 511	Curriculum and Methods of Instruction: English
EDU 513	Curriculum and Methods of Instruction: Mathematics
EDU 517	Curriculum and Methods of Instruction: Science

EDU 518	Curriculum and Methods of Instruction: Social Studies
EDU 621	Curriculum Development and Issues

Graduate Certificate in Teaching Field Related Field (9 credits)

Clinical Component.

(9 credits taken concurrently)

EDU 503	Reflective Practice Seminar in Secondary Education
EDU 530	Student Teaching in Secondary Education and Special Fields

OR

EDU 762–763	Internship Student Teaching Secondary Schools (2 semester sequence for students in Internship Program)
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Clinical Component for Working Teachers (3 credits)

For students who are currently teaching full-time in a secondary 7–12 classroom, the degree requires the following 3 credits to total 36:

EDU 535	Practicum in Secondary Education and Special Fields
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Certification Seminar (0 credits)

EDU 611	Child Abuse Seminar
EDU 614	Seminar in Violence Prevention and Intervention
EDU 900	NYSTCE Review Course

Inter-Semester Program (33 credits for M.A.)

Required Course (15 credits)

EDU 601	The Historical, Social, and Moral Foundations of Education
EDU 621	Curriculum Development and Issues

EDU 635 Secondary School Reform:
Problems and Prospects
EDU 780 Educational Research
EDU 800 Master's Seminar in Special
Education and Inclusive
Settings

Area of Concentration in Teaching Field
Related Field

Required Seminars (0 credits)	
EDU 611	Child Abuse Seminar
EDU 614	Seminar in Violence and Intervention
EDU 900	NYSTCE Review Course

Office of the Program:
In-Service
 (33–36 credits for M.A.)
Required Core

The Department of Education Studies will not waive the student teaching requirement. All students must complete a student teaching semester in order to graduate.

The M.A. in TESOL

(Teaching English to Speakers of Other Languages)

Eva Roca, *Program Director*

The 33–36 credit Master of Arts in TESOL is divided into two programs: an in-service program for students currently holding provisional New York State certification, and a precertification program for students beginning their professional preparation. All precertification students must complete a 12-credit core of professional education prerequisite courses, unless these are waived by approved undergraduate equivalents.

Upon admission to the TESOL program, students will receive an evaluation reflecting any deficiencies in the liberal arts and sciences. Students with deficiencies will be advised to fulfill them prior to student teaching and application for New York State certification. The student must submit to the Records Secretary copies of official transcripts of courses registered elsewhere. Specific testing requirements for this certificate are available in the NYSTCE test booklet found in the School of Education offices. Please refer to the certification section of this bulletin for additional program requirements.

EDU 900 NYSTCE Review Course

The Department of Education Studies will not waive the student teaching requirement. All students must complete a student teaching semester in order to graduate.

**Office of the Program:
Professionalism**

(33–36 credits with 12 credits prerequisite)

Students in this program must complete the

Documentation of a minimum of three years full-time work as a teacher or other professional in a K-12 setting is required for admission.

Master's Degree Educational Leadership and Technology
(36 credits)

Sequence of Courses:

Program of Studies Foundation Course
(18 credits)

Ethics and Technology	3 credits
Educational Policy	3 credits
Management Theory and Organizational Behavior	3 credits
Computer Based Technologies in Education	3 credits
Financial Accounting	3 credits
Technology, Pedagogy and School Reform	3 credits

Field Based and Applied Course
(18 credits)

School Leadership	3 credits
Research and Evaluation in Schools	3 credits
Technology and School Administration (with practicum)	3 credits
Supervision in the Schools (with practicum)	4 credits
Administrative Internship	5 credits

Certificate in Educational Leadership and Technology
(30 credits)

Prerequisite: Requires a Master's degree for entry.

Sequence of Courses:

Ethics and Technology	3 credits
School Leadership	3 credits
Computer Based Technologies in Education	3 credits
Educational Policy	3 credits
Research and Evaluation in Schools	3 credits

Technology in School Administration (with practicum)	3 credits
Management Theory and Organizational Behavior	3 credits
Supervision in the Schools (with practicum)	4 credits
Administrative Internship	5 credits

Advanced Certificate in Educational Leadership and Technology
(15 credits) (S.A.S. Certification required)

Sequence of Courses:

Ethics and Technology	3 credits
Computer Based Technologies in Education	3 credits
School Leadership	3 credits
Technology, Pedagogy, and School Reform	3 credits
Technology in School Administration (with practicum)	3 credits

The M.S. in Bilingual Education

Eva Roca, Program Director

In order to enroll in the 33-credit Master of Science program in bilingual education, students must already hold a provisional New York State certificate in elementary education, special education, or one of the following secondary content areas: biology, Spanish, English, mathematics, physics, chemistry, social studies.

This program consists of 24 credits in bilingual education. In addition, students must choose 9 credits in the professional and clinical components of the base certificate area. All majors will need to complete the required bilingual clinical practice experience.

Specific testing requirements for the bilingual extension are available in the NYSTCE test booklet found in the School of Education offices. Please refer to the certification

section of this bulletin for additional program requirements.

Online of the Program

(33 credits for M.S. program)

Bilingual Education Certificate for Childhood, Adolescence, and Social Education Teachers (24 credits)

- EDU 543 TESOL I: Developing the Language Arts Skills
- EDU 641 Methods and Materials in Bilingual Education
- EDU 642 Foundations of Bilingual Education: Theory and Practice
- EDU 643 Methods and Materials of Teaching Reading and the Language Arts in the Bilingual Classroom
- EDU 720 Evaluation and Testing in ESL and Bilingual Education
- ANT 514 Language and Culture
- SPA 531 Caribbean Culture and Civilization
- LIN 601 Structural Linguistics
- OR
- SPH 602 Speech and Language Development

Childhood Education :

Professional Education Certificate (6 credits)

- EDU 601 The Historical, Social, and Moral Foundations of Education
- EDU 780 Educational Research

Clinical Certificate (3 credits)

- EDU 505 Bilingual Elementary Education Practicum

OR

- EDU 527 Bilingual Elementary Education Student Teaching

Adolescence Education :

Professional Education Certificate (6 credits)

- EDU 635 Secondary School Reform: Problems and Prospects
- EDU 780 Educational Research

Clinical Certificate (3 credits)

- EDU 507 Bilingual Secondary Education Practicum

OR

- EDU 528 Bilingual Secondary Education Student Teaching

Social Education :

Professional Education Certificate (6 credits)

- EDU 780 Educational Research
- EDU 800 Master's Seminar in Special Education and Inclusive Settings

Clinical Certificate (3 credits)

- EDU 509 Bilingual Special Education Practicum

OR

- EDU 529 Bilingual Special Education Student Teaching

Bilingual Elementary Program for

Noncertified Secondary, Elementary, and Social Education

Elementary Education (51-54 credits)

See additional requirements for

First Degree Core (12 credits)

EDU 601	The Historical, Social, and Moral Foundations of Education
EDU 607	Cognition and Teaching
EDU 670	Special Education: Current Interpretations and Historical Origins
EDU 780	Educational Research

Civic and Method Core (12 credits)

EDU 626	Integrated Science, Math, and Technology I, N-6
EDU 627	Reading and Literacy N-6
EDU 628	Integrated Science, Math, and Technology II, N-6
EDU 629	Social Studies, Literature, and the Arts N-6

Bilingual Education Electives
Elementary Education Major (24 credits)

EDU 543	TESOL I: Developing the Language Arts Skills
EDU 641	Methods and Materials in Bilingual Education
EDU 642	Foundations of Bilingual Education: Theory and Practice
EDU 643	Methods and Materials of Teaching Reading and the Language Arts in the Bilingual Classroom
EDU 720	Evaluation and Testing in ESL and Bilingual Education
ANT 514	Language and Culture
SPA 531	Caribbean Culture and Civilization
LIN 601	Structural Linguistics
<i>OR</i>	
SPH 602	Speech and Language Development

Clinical Competence (3 or 6 credits)

EDU 505	Bilingual Elementary Education Practicum
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OR

EDU 735	Elementary Education Student Teaching in a Bilingual Setting
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Inter-service (33-36 credits)

Students currently holding provisional certification in New York State should enroll in the in-service M.A. program, which is revised for the student seeking the bilingual extension as follows:

Secondary Bilingual Electives

Students at the beginning of their professional training in secondary education should enroll in the precertification M.A. degree in the secondary area of specialization (biology, Spanish, English, mathematics, physics, chemistry and social studies). In order to qualify for the 15-credit bilingual extension, the student must complete requirements for secondary certification. Only 9 of the 15 credits may be applied towards the precertification M.A. in secondary education. In-service M.A. degree applicants may complete the 15-credit certificate in its entirety since the extension may be considered as an area of concentration.

Bilingual Education Electives
Remedial Secondary Education Major (15 credits)

EDU 543	TESOL I: Developing the Language Arts Skills
EDU 641	Methods and Materials in Bilingual Education
EDU 642	Foundations of Bilingual Education: Theory and Practice
EDU 643	Methods and Materials of Teaching Reading and Language Arts in the Bilingual Classroom
SPA 531	Caribbean Culture and Civilization

Liberal Arts Electives

(Choose one of the following)

SPA 531	Caribbean Culture and Civilization
ANT 514	Language and Culture
ANT 635	Cultural Anthropology

Bilingual School Social Work**Post-Master's Bilingual Education for School Social Work**

The 16-credit Advanced Certificate leading to the Bilingual Certification Extension is intended for bilingual individuals who hold an M.S.W. Candidates for this Advanced Certificate will be required to pass the New York State Teacher Certification Exam's language proficiency assessments in both English (ELPA-N) and the target language (TLPA).

Bilingual School Social Work**Certification Electives**

EDU 641	Methods and Materials in Bilingual Education
EDU 642	Foundations of Bilingual Education: Theory and Practice
SWK 728	Social Work with Children and Adolescents
SWK 743	Sociocultural, Racial, and Ethnic Perspectives in Social Work
SWK 792	Bilingual-Bicultural Internship (4 credits)

The M.S. Program in LiteracyCarole S. Rhodes, *Program Chair***The M.S. in Literacy**

(36 credits)

This program is designed to offer an integrated, theoretically grounded view of literacy and literacy learning that addresses the needs of stu-

dents and teachers in diverse communities. To this end we aim to facilitate rigorous scholarship and research; contextualized learning and service in school and community settings; and opportunities for critical reflection on the role of literacy in society and our responsibilities as educators. This program is designed to enhance the professional preparation of classroom teachers as literacy specialists and to prepare them for leadership roles as campus or school district literacy program coordinators or directors. Completion of the coursework will lead to New York State certification as Literacy Specialist (currently titled "Reading Teacher").

This program is designed to enhance the professional preparation of classroom teachers, interventional literacy teachers, clinicians, supervisors, and directors or coordinators of literacy in school districts. Those students completing the program of study will be recommended for certification as a literacy specialist (currently titled "Reading Teacher," K-12).

Students who complete the current program and graduate by January 2004 will be under the current New York State regulations. Admission to this program requires prior NYS teaching certification.

**The Center for Literacy and Learning
Leadership**Carole S. Rhodes, *Director*

The Center for Literacy and Learning provides an important practicum component for graduate students enrolled in the literacy programs. Under the supervision of our faculty, students have the opportunity to strengthen their ability to assess and address the literacy needs of children. All graduate students must complete two semesters of practicum in the Literacy Center in order to qualify for New York State Certification in Literacy. Practicum courses may not be waived. Garden City students must take their practicum courses at the Center for Literacy and Learning on the Garden City campus.

Specific Requirements for All Majors in Literacy:

Core Sequence (24 credits)

- ELY 600 Literacy and Research: Inquiry I
(This course should be taken as the first course in the core sequence)
- ELY 602 The Reading Writing Connection
- ELY 603 Literacy in the Middle and Secondary Schools
- ELY 750 Assessing and Addressing Literacy Needs I
(Prerequisites: ELY 600, ELY 602, ELY 603)
- ELY 751 Assessing and Addressing Literacy Needs II
(Prerequisite: ELY 750)
- ELY 753* Practicum in Literacy I
(Prerequisite: ELY 751)
- ELY 754* Practicum in Literacy II
(Prerequisite: ELY 753)
- ELY 810 Literacy and Research: Inquiry II
(Students must have completed a minimum of 24 credits prior to registration for this course)

*Advanced application and permission of the program chair is required.

Directed Elective (6 credits)

- ELY 521 Literature for Young Adults
OR
- ELY 545 Children's Literature
AND
- ELY 653 Language, Literacy and Culture
OR
- SPH 602 Principles of Language Development

Free Elective (6 credits)

May be taken from other education studies departments.

Students enrolled in the Master of Science in Literacy prior to fall 2000 should substitute the appropriate courses in the above curriculum. Please speak to an advisor. There will be no additional credit requirements for graduation incurred if students in the former program graduate prior to February 2, 2004.

Master of Science Program in Social Education

Alan Cohen, *Program Chair*

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and the aging. The impact of health education, physical education, and human performance science on individuals can be significant and critical to many of the current issues facing society. For example, health education, physical education, and sport can provide stability in the face of the breakdown of the traditional family unit and the number of at-risk-youths. Furthermore, health, fitness, and nutrition education continue to be of major importance to society given the need to develop a healthful lifestyle that will enhance the quality of life and reduce soaring medical costs.

In light of the diversity of aims and applications that characterize today's health and physical education programs, the department has recently committed its resources to the development of programs with multidisciplinary perspectives. The department prepares professionals to work with many different populations such as pre-schoolers, the adolescent, the adult, the elderly, the differently-abled, the athlete, and the injured. Instead of the specialist teaching only about sport skills and specific health-related knowledge, we envision the health and physical education professional teaching about "lifestyle," including areas related to wellness, physical activity, nutrition, stress reduction, personal living skills, multicultural awareness, cooperation, and sharing through games, dance, sport, physical activities, and discussion. While the schools are an essential site for this education, the development of departmental goals and objectives requires the interaction of professionals beyond the school setting, including the home, community, and work-site. Corporate fitness, and wellness centers, recreation, park and community centers, YM/YWCA, hospitals, senior citizen centers, and retirement homes are but a few of the settings where reinforcement and development of goals may be established.

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not listed in the corequisite category, substitutions may be made.)

**Specialia i~~e~~ Core: Health Ed ca i~~e~~
C~~e~~.e. (39-42 credits)**

Corequisites

HED 501	Dynamics of Substance Abuse
HED 505	Multidimensional Aspects of Stress
HED 506	Health and Nutrition
HED 571	Health Issues for Elementary Teachers
HED 601	Contemporary Health Issues

HED 571	Health Issues for Elementary School
HED 605	Issues in Community Health
HED 653	Environmental Health
HED 654	Mass Communication Skills
PED xxx	Exercise Science
PED xxx	Physical Education Teaching Courses

Required and elective courses listed above are for students seeking professional certification in health education. Students will be reviewed as to their experience and course work. Where they have a comparable course at the undergraduate level, they will be waived from that requirement and allowed to take additional electives at the advanced level in health education or in related fields, such as community health, exercise science, nutrition, environmental health, or physical education.

The M.A. in Community Health Education (37 credits)

(Does not lead to initial certification)

The Master of Arts in community health education is a 37-credit program designed to prepare community health education specialists.

This program prepares students to meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings.

Corequisite Community Health Education Program*
Corequisite (12 credits)

HED 703	Dynamics of Teaching Health
HED 750	Community Health Education: Planning and Implementation
HED 751	Fieldwork Internship in Community Health Education

Elective Course (9 credits)

Pertinent to the area of community health education.

The number of credits required in the certificate program is 28; however, a student may be exempted from up to 9 credits, depending on previous graduate experience.

**The Master of Applied
Education**

(Professional certification for students who already have initial teacher certification in physical education.)

(33–36 credits, of which 21 credits must be in physical education.)

Required Course: (18 credits)

PED 508	Technology in Health and Physical Education
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PED 680	Advanced Topics in Physical Education
PED 792	Internship (1–3 credits)
PED 794-795	Field Work: Physical Education /Mentally Retarded
PED 796-797	Field Work: Physical Education /Physically Handicapped
PED 799	Advanced Practicum

Please note that the required and elective courses listed above are for students seeking professional certification in physical education. Each student will be reviewed as to his or her experience and course work. Where they have a comparable course at the undergraduate level, they will be waived from that requirement and allowed to take additional electives at the advanced level in physical education or in related fields, such as exercise science, sport management, adapted physical education, or health education.

Recommended Degree Elective Elements Education

PED 643	Movement Experience/ Elementary School Child
PED 680	Innovative Activities for Elementary School
PED 509	Health Related Fitness Education
PED 680	Pre-school Physical Education

Recommended Degree Elective Elements Physical/Sports Medicine

PED 618-9	Advanced Exercise Physiology
PED 620	Clinical Aspects Work

- PED 624 Nutrition and Physical Activity
- PED 638 Sport in American Culture
- PED 639 Sports Law
- PED 630 Psychology of Sport

Graduate Alternative Teacher Education (GATE) Program
(66 credits)

(M.A. in physical education for students without initial teacher certification.)

GATE provides an alternative track for both initial and professional certification. Students without prior certification in health education may enter the program. Their prior course work and experiences will be evaluated in regard to comparability. Where there are weaknesses additional course work may be necessary. *(Note that the required courses were selected with regard to the implementation of the New York State Standards. If students have strengths or course work that are not listed in the corequisite category, substitutions may be made.)*

Specialized Certificate: Physical Education (51 credits)

(48 credits PED-Specialized; 3 credits for PED 656 counted as EDU)

- PED 461 Kinesiology
- PED 463 Physiology of Exercise
- PED 495 Foundations and Technique/Tumbling/Gym
- PED 495 Foundations and Techniques/Sports I
- PED 495 Foundations and Techniques/Sports II
- PED 495 Foundations and Techniques/Rhythms and Dance
- PED 505 Professional Seminar
- PED 508 Technology in Health and Physical Education
- PED 509 Health Related Fitness Education

- PED 641 Social Foundations in Physical Education
- PED 643 Movement Experience for the Elementary School Child
- PED 650 Research & Design
- PED 652 Curriculum Analysis
- PED 653 Motor Learning
- PED 656 Teaching Analysis (counts as EDU credit for NYS)
- PED 671 Physical Education for the Exceptional Child
- PED 792 Internship in Physical Education

Education Field (18 credit dig PED 656)

- EDU 516 Curriculum and Methods of Instruction
- EDU 601 Historical, Social and Moral Foundations of Education
- EDU 607 Cognition and Teaching
- PED 536 Student Teaching and Seminar (6 credits)

Special Workshops and Seminars (non-credit)

Fees are required for each non-credit workshop/seminar. Workshops and seminars include: Project Adventure (ropes course); Child Abuse; Violence Prevention; and Anatomy/Physiology.

First Aid and CPR or PED 467 is required prior to EDU 516, PED 792 and/or EDU 536.

Evaluation of and credit for comparable work may reduce certification credits needed; however, the M.A. degree requires a minimum of 33 credits in 500 level courses and above. Student teaching (EDU 536) does not count towards the M.A. degree.

Students who do not have appropriate prior experience working with children in physical activity based contexts will be required to do so during

the first year of the program. These experiences will be selected and scheduled through close advisement with the students' advisor and the coordinator of the teacher preparation program.

Some courses in the program may be taken for noncredit with permission.

Specialia

Adapted Physical Education

(36 credits)

The department offers a course of study leading to an M.A. "K-12" degree in physical education with a specialization in adapted physical education. The program is designed to prepare teachers for working with the special student (mentally and/or physically disabled) in the outdoor, pool, or gymnasium environments. Besides receiving an M.A. in physical education, the graduate of the program will receive a Certificate in Adapted Physical Education from Adelphi University. Students who already have a master's degree in physical education may wish to obtain the certificate without pursuing another degree. In this case, the student is required to complete the specialization requirements (minimum 15 credits).

Required Core (12 credits)

PED 650	Research and Design of Experiments
PED 652	Curriculum Analysis
PED 653	Motor Learning
PED 656	Teaching Analysis

Required Adapted Specialia

(18 credits)

PED 670	Physical Education for the Developmental and Learning Disabled
PED 671	Physical Education for the Exceptional Child
PED 672	Physical Education for the Physically Challenged

PED 673	Evaluation of Special Populations
PED 680	Advanced Topics in Physical Education (Motor Development and/or Sensory Improvement)
PED 792	Internship

Elective (6 credits)

PED 550	Workshops in Physical Education
PED 676	Physical Education Recreation for the Physically Disabled
PED 680	Advanced Topics in Physical Education: Innovative Activity Programming
EDU 667	Research and Practice in Early Childhood Special Education
EDU 670	Special Education: Current Interpretations and Historical Origins
EDU 675	Understanding Students with Severe Disabilities
EDU 678	Classroom Management
EDU 680	Understanding Adolescents with Learning and Behavior Problems
EDU 682	Counseling Parents of Exceptional Children

Elective Physical (36 credits)

Optional emphasis in adult fitness/cardiac rehabilitation, research, or sports medicine. (See advisor for specific program of studies.)

Physical Education (6 credits)

PED 461	Kinesiology
PED 463	Physiology of Exercise

Core (15 credits)

PED 618	Advanced Exercise Physiology I
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PED 619 Advanced Exercise Physiology II
 PED 620 Clinical Aspects of Work Physiology
 PED 623 Adult Fitness Programming
 PED 650 Research and Design of Experiments

Emphasis (9–15 credits)

PED 550 Workshops in Physical Education
 PED 621 Laboratory Investigation in Work Physiology
 PED 624 Nutrition and Physical Activity
 PED 626 Theories of Exercise Prescription
 PED 628 Cardiac Rehabilitation

Elective (3–9 credits)

Besides courses listed above, additional electives follow:

PED 550 Workshops in Physical Education
 Foot Injuries
 Back Injuries
 Exercise Prescription
 Special Populations
 Administrative Corporate Fitness
 Fitness Law
 Pulmonary Function
 PED 625 Medical Aspects of Sport
 PED 654 Biomechanics
 PED 658 Neuromuscular Aspects of Human Performance
 PED 680 Advanced Topics in Physical Education: Sports Medicine

Leisure (3 credits)

Sports Management (36 credits)

Optional emphasis in the school/college or professional/business sector.

Coe-Coe (12 credits)

PED 632 Introduction to Sports Management
 PED 638 Sport in American Culture
 PED 650 Research and Design Experiments
 PED 680 Computer Applications

Sports Management Elective (9–15 credits)

PED 500 Organization and Principles of Coaching
 PED 630 Psychology of Sport
 PED 636 Athletic Administration
 PED 637 Organization and Administration in Physical Education
 PED 639 Introduction to Sports Law
 PED 680 Advanced Topics in Physical Education: Sport Marketing, Sport and Media, Public Relations
 LES 670 Leisure/Recreation Facilities Management

Business Elective (3–9 credits)

BUS 651 Future Trends in Management
 BUS 662 Entrepreneurship
 MGT 561 Management Theory/Organizational Behavior
 MGT 666 Leadership
 MGT 770 Management of Technology
 MKT 580 Marketing Management
 MKT 582 Creative Problem Solving

Leisure (3–6 credits)

Social Work (noncredit)

Drug Abuse, Child Abuse, First Aid Certificate
First Aid and CPR or PED 467 is required
prior to PED 792 and/or PED 536.

Evaluation of and credit for comparable course work may reduce certification credits needed; however, an M.A. degree requires a minimum of 33 credits in 500/600 level courses. EDU 536 Student Teaching does not count towards the M.A. degree.

**Physical Education Certification
Advanced Studies**

Fifteen credits beyond the master's degree, 6 of which must be in approved advanced courses. (This is an Adelphi certificate.)

**Communication Science
and Disorders**

Stephen A. Cavallo, *Chair*

The communication sciences department offers Master of Science (M.S.) and Doctor of Arts (D.A.) degree programs in communication disorders (speech-language pathology and audiology concentrations) and a Master of Science degree in deaf studies. The graduate programs provide advanced academic and clinical education in normal communication processes; disorders of speech, language, and hearing; and assessment and intervention strategies for individuals with communication disorders.

The M.S. program in communication disorders provides students with the academic education and clinical experiences required for New York State licensure and the Certificate of Clinical Competence (CCC) issued by the American Speech-Language-Hearing Association (ASHA). Additional coursework and clinical practicum experiences required for New York State certification as a Teacher of the Speech and Hearing Handicapped (TSHH) and the Bilingual extension to the TSHH are provided.*

**Please note: New teacher certification requirements go into effect in fall 2002. Students who graduate after January 2004 are subject to new teacher certification requirements.*

Our graduates are employed in a variety of settings, including hospitals, rehabilitation centers, clinics, schools, universities, and private practice.

The department offers one of the few professional doctorates in communication disorders in the country. The Doctor of Arts program is designed to prepare professionals to assume leadership roles in the discipline as clinical administrators and supervisors, university teachers, and clinical researchers.

**Hy Weinberg Center for
Communication Disorders**

Bonnie Soman, *Director*

Supervised clinical experiences and research are conducted at Adelphi University's Hy Weinberg Center for Communication Disorders. The Center serves children and adults who present with a variety of communication problems. Students enrolled in the M.S. degree program participate in a wide range of clinical activities, including diagnostic evaluations and both individual and group therapeutic intervention.

Housed at the Hy Weinberg Center for Communication Disorders are clinical and research laboratories containing instrumentation systems for the study of normal and disordered speech and hearing. These laboratories enhance the quality of research, clinical training, and services provided at the Center. Student clinical training emphasizes the application of current theoretical principles to the organization and administration of clinical procedures.

**Master's Degree Program in
Communication Science and
Disorders**

The M.S. degree in communication disorders is designed to provide academic and practicum experiences basic to the development of clinical competence in the evaluation, diagnosis, and treatment of disorders in speech, language, and hearing. Students may choose a concentration in either speech-language pathology or audiology.

All applicants to the Master's degree program in communication disorders must take the Graduate Record Examination. Students admitted to the M.S. degree program in communication disorders who did not have adequate undergraduate preparation are required first to complete a minimum of 21 credits in the undergraduate prerequisite courses listed below or their equivalent

4. The following clinical practicum courses are graded on a Pass/Fail basis: SPH 661, 662, 663, 664, 665, and 669.

The M.S. in Communication Disorders: Certificate in Speech-

Disorders (56 credits) M.S. in Communication Disorders Concentration in Speech-

Master of Science Degree Program: Certificate in Deaf Studies

Traditionally, professionals working with the deaf and hearing impaired have had a background emphasizing education with additional coursework in speech and hearing. Adelphi University has created an innovative program that combines education with speech and hearing, psychology, and the social sciences so that the student may become a more successful and competent professional.

Students who complete the academic and practical experiences and who fulfill department and University requirements will be prepared to function independently in their professional areas of specialization. They will also be eligible for permanent certification for the Teacher of the Deaf and Hearing Impaired and will have completed the requirements for the Master of Science degree.

Prerequisite course work and/or experiences will be programmed to provide students with the basic foundation needed to work with the hearing impaired. Students entering the master's program in deaf studies are required to satisfy any deficiencies before becoming eligible for degree candidacy.

Although full-time graduate study is encouraged, it is possible to pursue the Master of Science degree in all department programs on either a full- or part-time basis.

Corequisites

Prerequisites for the deaf studies program include:

SPE 144	Development of Speech and Language
SPE 352	Clinical Audiology
Education courses by advisement.	

A student will be required to complete a 36–40-credit program leading to the Master of Science degree. See advisor for specific program of study.

SPD 521**	Beginning ASL Sign Language
SPD 522**	Intermediate ASL Sign Language
SPD 523**	Advanced ASL Sign Language
SPD 528	Technology in Deaf Education
SPD 600	Auditory Disorders
SPD 601	Amplification Systems
SPD 604	Language Development of Deaf/Hearing Impaired
SPD 605	Aural Habilitation of Deaf/Hearing Impaired
SPD 610	Adapting Elementary Education Instructional Methods for Deaf/Hearing Impaired
SPD 611	Adapting Intermediate Instructional Methods for Deaf/Hearing Impaired
SPD 620	Perspectives on Deafness
SPD 621	Approaches to Teaching the Multiple Disabled Deaf/Hearing Impaired
SPD 630	Student Teaching
SPD 631	Student Teaching
SPD 640	Supervision and Administration in Deaf Education

** Sign language requirements can be waived by passing a competency examination.

ELEC 533	Computer Applications in Education
EDU 670	Special Education: Current Interpretations and Historical Origins
ELY 777	Whole Language Summer Institute: Examining Current Issues
SPD 650	Workshop in SKI*HI (<i>offered as needed in summer</i>)

tion impairments, or remediation of communication disorders. An oral defense of the doctoral dissertation is required.

An advanced composition course on scientific

C **e** **R** **e** **i** **e** **m** **e** **.**

The following courses are required:

SPH 710	Advanced Anatomy, Physiology, and Theories: The Auditory Mechanism
<i>OR</i>	
SPH 711	Advanced Anatomy, Physiology, and Theories: The Speech Mechanism
SPH 720	Experimental Phonetics
SPH 721	Instrumentation
SPH 740	Seminar in Current Issues and Research Trends in Speech Pathology and Audiology
SPH 741	Seminar in Current Issues and Research Trends in Speech Pathology and Audiology
SPH 800	Advanced Seminar in Differential Diagnosis of Communication Disorders
SPH 801	Theoretical Foundations of the Remediation of Language Disorders in Children and Adults
SPH 805	Proseminar in Audiology
SPH 860*	Clinical Practice in Hospitals and Rehabilitation Centers
SPH 861*	Clinical Practice in Educational Settings
SPH 862*	Clinical Practice in Community Service Centers
SPH 863*	Clinical Practice in Supervision Administration
SPH 864	Practicum in College Teaching
SPH 895	Doctoral Thesis Seminar
PSI 644	Statistics I

* Minimum of 6 credits in three different areas.

advisor who will assist in planning the student's program of study, approve courses, and generally inform the student of degree requirements, academic policies, and regulations. The assigned advisor generally remains the student's advisor throughout the program of study.

Students may meet with an academic advisor from their first inquiry through graduation. Academic advisement is available midweek during the day and evening for our Garden City campus students. In addition, advisement is available midweek, as well as Saturday and Sunday for those students who attend our weekend program at Adelphi's Manhattan Center. *It is the student's responsibility to arrange advising appointments during scheduled office hours.*

The Child Ac i i Ce . e

Alice C. Brown, *Director*

This Center, located on Adelphi's campus, houses a part- and full-day program for children from three through five years of age. Graduate students in the School of Education may participate in field experiences at the Center, thereby enhancing their knowledge of child development and early childhood curriculum.

I de e de . S d

Approval for independent study can be granted by the Dean of the School of Education.

Wai e of Academic

Reg la i

Graduate students may petition the Dean of the School for the waiver of an academic regulation of the School of Education.

Regi al Lab Ma ke

Students are advised to go to the New York State Department of Labor website (<http://www.labor.state.ny/us>) where they can find useful information regarding occupational projects for New York State and Regions in New York State as well as wage information (annual

COURSES OF INSTRUCTION

SCHOOL OF EDUCATION

ART, EDUCATION, AND LITERACY

**EAR 510 Clinical Methods
of A. Education**

philosophical thought as they apply to education, students are encouraged to develop their own philosophical orientations. Emphasis is placed upon concepts of freedom, knowledge, values, curriculum, pedagogy, and human nature.

EDU 601 The Historical, Social, and Moral Foundations of Education *3 credits*

This course introduces students to the social and philosophical foundations of education. Through an examination of the sociological, historical, political, and philosophical aspects of schooling, students are prepared to understand the role of schools in society and how various factors affect teachers, students, and schooling. Students examine the relationship between culture and schooling and the ways in which different cultural groups are educated in our society. Emphasis is placed on inequalities of race, class, gender, and culture within the educational system and how these inequalities may be ameliorated by teachers. Additionally, the course emphasizes the education of students with special needs, including disabling conditions and students whose first language is not English. Through an examination of school organization and philosophy, students are introduced to different ways of organizing schooling, including middle school organization and philosophy.

EDU 603 Adolescent Psychology *3 credits*

An introduction to adolescent development as an educational and cultural phenomenon. Through an examination of the affective and cognitive development of children from adolescence through young adulthood, the course prepares students to understand the developmental patterns of the children and adolescents they will teach and how these patterns affect learning. The course deals with a continuum of development, including both normal and special development, and thus introduces students to issues relating to the developmental and educational needs of students with disabling conditions.

EDU 604 Human Development: Childhood Through Adolescence *3 credits*

An introduction to child development as an educational and cultural phenomenon. Through an examination of the affective and cognitive development of children from early childhood through young adulthood, the course prepares students to understand the developmental patterns of the children and adolescents they will teach and how these patterns affect learning. The course deals with a continuum of development, including both normal and special development, and thus introduces students to issues relating to the developmental and educational needs of students with disabling conditions.

EDU 607 Cognitive and Teaching *3 credits*

that emphasizes the process of learning mathematics, science, and technology, as well as integrating them across curriculum areas, students are prepared to teach mathematics and science at the elementary school level. The second semester of this two semester sequence concentrates on science and its integration with mathematics, technology, and other curriculum areas. Twenty hours of field placement in an elementary school are required. EDU 626 may be taken before or after EDU 628; or they may be taken together.

EDU 629 Social Studies, Literature, and the Arts *3 credits*

An introduction to curriculum and instruction in the social studies, literature and the arts. Through an integrated curriculum approach students are introduced to the major issues in social studies, literature, and arts education at the elementary level. Students are expected to develop integrated curriculum units that thematically tie together issues in history, sociology, politics, and anthropology with both literary and artistic materials. Twenty hours of field placement in an elementary school are required.

EDU 630 Practicum in Middle School *3 credits*

Students in the elementary precertification program will extend their student teaching at the 7-9 level; students in the elementary in-service program will do an additional practicum at the 7-9 level. Students in the secondary precertification program will extend their student teaching at the 5-6 level; students in the secondary in-service program will do an additional practicum at the 5-6 level.

EDU 635 Secondary School Reform: Problems and Pedagogy *3 credits*

An introduction to problems and issues related to teaching

ing of the basic principles of behavioral change; (3) provide

EDU 732 Special Education Teaching

Special Education *3 credits*

Prerequisite: minimum of 18 credits in special education including EDU 670, 698 or 675 or 680, 676, 770, and 771. Attendance at a weekly seminar is required.

An eight-week program of supervised full-time teaching five days per week. This course is required of all students who are specializing in this area. Students who do not hold provisional or permanent certification in another area must either take EDU 733 (Dual Certification in Secondary Education)

EDU 770 Designing Instruction for Learning Disabilities 3 credits
Prerequisites: EDU 670, 676, and a course in the psychology and education of exceptional children.
Corequisite: EDU 771.

Problems, principles, and procedures of teaching exceptional children. Methods of organization of instruction, sequential and diagnostic teaching, and selection of appropriate materials are integrated with the field experience. The development of instruction from assessment is emphasized.

EDU 771 Individual Educational Needs of Exceptional Children 3 credits
Prerequisites: EDU 670, EDU 676, and a course in the psycho-educational needs of exceptional children.

A laboratory course designed to explore existing and experimental diagnostic tools to aid in educational planning for exceptional children. Students will select, administer, and interpret various psycho-educational tests (formal and informal) relative to specific age groups and developmental processes. Long- and short-range goals and prescriptions will be developed.

EDU 772 Learning Disabilities in Special Education 3 credits
Prerequisites: EDU 770 and 771.

Students will broaden their knowledge of psycho-educational assessment and remediation of learning problems. Provision is made for the testing of exceptional individuals, interpretation and writing of reports, and for developing prescriptions based on findings.

EDU 780 Educational Research 3 credits
 This course introduces students to reading and conducting educational research. It provides students with an understanding of different research methods and their limitations, as well as with a critical understanding of how to analyze and critique existing research. Students are introduced to issues in assessment and evaluation, including alternative assessment strategies. Students will focus on research studies on important issues in teaching and learning, including special education, multicultural education, teaching students of varying abilities, gender and education, parental and community involvement, and other issues.

EDU 790 Independent Study 1–3 credits
With special permission from Program Director and Dean.

EDU 800 Master's Seminar in Special Education and Clinical Sociology 3 credits
Prerequisites: EDU 780 and a minimum of 27 credits in graduate program.

This course is the capstone course for in-service students in elementary and secondary education (and precertification students who have student teaching waived), and all special education students. The purpose of this course is to enable students to tie previous course work to the analysis of policy, curriculum, and pedagogical issues in education. Students are required to complete an original research project, portfolio, or series of papers on an issue related to their teaching

area. This course is offered on the Garden City campus only. All off-campus students required to take this course must come to Garden City.

ANT 514 Language and Culture 3 credits

ANT 635 Cultural Anthropology 3 credits

ENG 629 History of English Language 3 credits

LIN 601 Social Linguistics 3 credits

SPA 531 Caribbean Civilization 3 credits

ELY 521 Literature of Young Adults 3 credits

This course is designed to engage students in a study of the literature of interest to adolescents or young adults. The integration of literature across disciplines can be greatly enhanced when teachers are knowledgeable about historical and current trends in young adult literature as well as the literary theories that can serve as lenses for examining such texts. Literary theory and pedagogy will inform all aspects of our study of literature and related media. Students will explore ways to encourage young people in middle and secondary schools to read critically and appreciate a variety of literary works. The integration of literature into all content areas will be emphasized.

ELY 540 Introduction to Balanced Literacy 3 credits
Prerequisite to all balanced literacy courses. (May be taken concurrently with another whole language course, under advisement.)

Explores theories derived from research and practice in language communication as they affect literacy and literacy

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HED 602 Research and Technical Health Education 3 credits
This course provides students with an understanding of different research methods and how to analyze and critique existing research. Students are introduced to issues in assessment and evaluation. Students will focus on research studies and issues in health education. Students will utilize the latest technology to analyze data and present information.

HED 603 Mind/Body Dimensions in Health 3 credits
This course is a philosophical and speculative study of health. Students will examine the interaction of the mental and physical dimensions of health as they relate to human adaptation. Psychosocial factors that affect health, such as, cultural influences, socioeconomic conditions, social environment and normalcy are explored.

HED 604 Aspects of Human Sexuality 3 credits
Analysis of the multidimensional and speculative study of health in relationship to human development and personal and social well-being. Students are introduced to current concepts related to sexually transmitted disease, family planning, cultural and environmental influences on sexuality, parenting, abuse and violence in sexuality, and sexuality among the disabled and elderly. Awareness and insights will be useful to a variety of professionals.

HED 605 Elements of Community Health 3 credits
An analysis of characteristics and developments in the health system, with specific focus on elements that impact on prevention issues.

HED 607 Health Promotion for Children and Adolescents 3 credits
This course is designed to educate students about the theory and concepts surrounding health promotion and risk reduction programs for youth. Students will explore health issues such as sexuality education, chronic and communicable diseases, puberty and HIV/AIDS, sexual orientation, tobacco, alcohol and other drugs, nutrition, physical fitness, body image, child abuse and abduction, mental health and violence. Students will also be investigating issues related to working with adolescents and youth living in urban areas.

HED 620 Social Topics in Health Education 1 credit
This course fulfills the fieldwork internship requirement for health education majors.

HED 621 Teaching Human Sexuality 3 credits
The socio/cultural, psychological, biological, and ethical dimensions of teaching comprehensive sexuality education. Theoretical and practical applications of sexuality education through out the life span will be explored. After taking this course, pre-service and in-service teachers will have the knowledge and skills to teach to the health education standards related to sexuality education, including parenting, family planning, abstinence-education, and comprehensive school health.

HED 626 Fieldwork 1 credit
This course provides students with a fieldwork placement where they can complete their supervised observation hours.

HED 627 Project Seminar 2 credits
This course provides students with an opportunity to dialogue and receive advisement about their master's project, the culminating experience in the degree program.

HED 650 Health and Cultural Diversity 3 credits
Prerequisites: HED 601, 602, 603, 605.
Critical examination of health issues confronting various minority groups in American society, including the analysis of the impact of culture and ethnic identity on the understanding and treatment of particular health related problems.

HED 653 Environmental Health 3 credits
Students will develop a working knowledge of today's topical issues in environmental health. In addition, students will be able to incorporate the various activities and methods learned to enrich their instruction in environmental health.

HED 654 Mass Communication Skills 3 credits
Prerequisites: HED 601, 602, 603, 605.
The analysis, application, and evaluation of the mass communication process, incorporating electronic and non-electronic forms of media for community health education programs. Upon completing this course, students will have the knowledge and skills necessary to plan health education programs for various populations.

HED 701 Substance Abuse Prevention 3 credits
Prerequisites: HED 601, 602, 603, 604, 605.
Exploration of the individual and societal factors contributing to substance abuse. Analysis of theories of drug use and susceptibility to drug dependence, and educational intervention to prevent misuse and abuse will be addressed.

HED 702 Health Education Techniques 3 credits
Prerequisites: HED 604 and 650 (701 preferred).
Designed to prepare professionals to identify and cope with health-related problems among various populations. The impact of social and cultural environment on interpersonal communication is examined. Course work will include the development of counseling skills and referral resources for crisis intervention.

HED 703 Didactic Teaching Health 3 credits
Prerequisites: HED 601, 602, 603, 604, 605.
Analysis of effective teaching strategies for use in various health education settings. Emphasis on the development of innovative methods that are learner-centered. After taking this course, students will have the knowledge and skills necessary to develop curriculum and teaching strategies and assess their impact on students.

PHYSICAL EDUCATION

**PED 500 O g a i a i e a d P i c i l e
o f C o a c h i n g** 3 credits
Principles and philosophy of sport as an integral part of physical budget, equipment, selection of personnel, in addition to local, state, and national regulations.

**PED 501 S c i e n t i f i c F o u n d a t i o n s
o f C o a c h i n g** 3 credits
Kinesiological, physiological, and psychological applications to sport and coaching, including skill analysis, training and conditioning, and motivation. Anatomical and Physiological foundations.

PED 502 C a r e a d P r e v e n t i o n o f I n j u r y 3 credits
Physiological and anatomical concepts relative to injury, including the physical examination, protective taping, equipment and facility evaluation, theoretical basis of conditioning, and emergency care.

PED 505 P r e s e n t a t i o n s i n P h y s i c a l E d u c a t i o n 3 credits
Contemporary trends and issues in physical education, exercise, and sport. Literature review and analysis of issues from a variety of perspectives. An overview and examination of standards and their historical development in New York State. The role of physical education and its connection to societal issues. Issues relative to the profession, teaching, fitness, sport, and social interactions will be presented in a seminar format. The course is viewed as a culminating experience for those pursuing the study of physical education.

**PED 508 T e c h n o l o g y i n H e a l t h
a d P h y s i c a l E d u c a t i o n** 3 credits
Overview of applications and software relative to teaching health and physical education. Includes portfolio development, Excel, Power Point, Fitnessgram, heart rate monitors, nutrition analysis, and links to teaching curricula.

PED 509 H e a l t h R e l a t e d F i t n e s s E d u c a t i o n 3 credits
Overview of the various curricula and pedagogical applications to teaching of health related fitness and nutrition concepts. Applications are made both to elementary and secondary schools. Physical Best certification included as one of the programs.

**PED 536 S e n i o r T e a c h i n g i n
P h y s i c a l E d u c a t i o n** 6 credits
Prerequisites: EDU 516; or permission of department.
This course provides the capstone experience in the physical education teachers program. Students are required to spend eight weeks in a K-6 setting and eight weeks in a 7-12 setting. The placement is full time five days per week. Students work with a cooperating teacher, who is chosen by the School and the University and a supervising professor from the University.

PED 550 W o r k s h o p i n P h y s i c a l E d u c a t i o n 3 credits
Specialized, in-depth workshops relative to teaching, special physical education, sports medicine, exercise physiology, or sports management. Includes leadership in violence prevention.

**PED 618,619 A d a p t e d E x e r c i s e
P h y s i o l o g y I, II** 3 credits each
The study of physiological function in both homeostatic and non-homeostatic environments as applied to exercise physiology. Specifically, metabolism, the cardiorespiratory system, neuromuscular system, renal system, endocrine system, and gastrointestinal function will be studied in relation to chronic and acute exercise as well as during adverse thermic and barometric environments.

PED 620 C l i n i c a l A p p l i c a t i o n s o f W o r k P h y s i o l o g y 3 credits
Prerequisites: PED 463; or permission of department.
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PED 676 Physical Education for the Physically Disabled *3 credits*
Physical Education for the Physically Disabled
 The organization and administration of recreational activities for the disabled. Adapted programs for the physically, mentally, and emotionally disabled are reviewed. Curriculum and design for special recreational programs and camping are developed (at Human Resources Center, Albertson).

PED 680 Adapted Topics in Physical Education *3 credits each semester*
Adapted Topics in Physical Education
Prerequisite: permission of department.
 A series of seminars involving intensive literature review and discussion in an area related to: adapted physical education, motor learning, biomechanics, fitness education, medical aspects of sport, exercise physiology, and sport management.

PED 791 Independent Study
Prerequisite: permission of department.
 Comprehensive investigation of an area of special interest.

PED 792 Internship *3 credits*
Internship
 Supervised field experience.

ASHA guidelines for audiometric assessment and screening of adult and pediatric populations is discussed. An overview of selected topics in audiology, with discussion of other specialized diagnostic audiometric tests, will also be provided.

SPH 607 Advanced Clinical Audiology II 3 credits

Prerequisite: SPH 606.

Advanced study of the following topics on auditory disorders of the ear and hearing: auditory deprivation; sensorineural hearing loss/presbycusis; noise trauma (industrial audiology/hearing conservation); auditory phenomena (recruitment, adaptation, tinnitus). In addition, demonstrations and discussion of the rationale, methods, and interpretation of behavioral site-of-lesion tests, including central auditory testing, will be provided.

SPH 608 Applied Speech and Hearing Microcomputer Diagnostic and Remedial Communication Devices 3 credits

Addresses current diagnostic and therapeutic applications of the microcomputer to the speech- and language-impaired individual. Lectures, videotapes, and software demonstrations are presented to illustrate the various applications. Specific needs of special populations such as the developmentally disabled, autistic, and neurologically impaired are addressed. Students learn to review available software critically.

SPH 609 Psychacoustic and Instrumentation 4 credits

An examination of the bases of normal auditory perception; a discussion of the processes underlying auditory phenomena are integrated with a demonstration of techniques and instrumentation used to measure these phenomena; topics covered include basic electronics, calibration, measurement of sound, perception of loudness and pitch, binaural hearing and masking; laboratory exercises will be provided. A one hour/week lab is required.

SPH 610 Speech Disorders in Children 3 credits

An in-depth examination of the nature of normal articulatory/phonological development, the nature of speech disorders and differences (foreign/regional accents) in children and the nature of assessment and therapy. Emphasis on the application of theory to clinical decision-making process.

SPH 611 Motor Speech Disorders 3 credits

Study of disorders of neuromotor origin that affect speech production; a review of anatomy and physiology of the central nervous system and detailed study of physiologic correlates of the dysarthrias and the apraxias. Topics include: dysphagia, augmentative communication, and laryngectomy.

SPH 613 Advanced Speech Science 3 credits

Prerequisite: SPH 600.
Advanced study of speech production and perception; topics include a detailed study of the physiologic and acoustic

characteristics of speech, segmental and suprasegmental features of speech, current models of speech production and perception, practical laboratory experience with basic speech instrumentation and clinical speech measurement techniques.

SPH 620 Elective Disorders 3 credits

Study of theoretical issues; current research; development and symptomatology of stuttering, cluttering, and other related pathologies; evaluation procedures and therapeutic approaches for preschool, school-age, and adult populations.

SPH 624 Language Disorders in Adults 3 credits

Focuses primarily on the disorders of neurogenic origin that affect language performance, specifically acquired aphasia, the dementias, and disorders of traumatic origin. Neurological bases of these disorders, language assessment techniques, and remediation strategies are considered.

SPH 630 Voice Disorders 3 credits

Prerequisite: SPH 600 and 613.

A review of normal ventilatory, laryngeal, and supralaryngeal function for voice production; an overview of clinical voice disorders: their classification, diagnosis, and management. Experience is provided using and interpreting objective clinical measurement techniques in the evaluation of the phonatory function.

SPH 634 Diagnostic Procedures in Speech-Language Pathology 3 credits

Survey of the representative tests and measurement techniques for the various speech and language pathologies. Emphasis will be on developing an understanding of the rationale of the various assessment approaches, as well as acquainting 0.0yTJui-

SPH 634 Diagnostic Disorders in Adults

SPH 640 Differential Diagnosis of Audiology I 4 credits
Prerequisite: SPH 606.

This course will provide an in-depth study of the rationale, equipment, procedure, and interpretation of the following electrophysiologic tests of audiology: Auditory Brainstem Response (ABR) and Immittance Audiometry.

SPH 641 Differential Diagnosis of Audiology II 3 credits

This course will provide an in-depth study of the rationale, equipment, procedure, and interpretation of the following electrophysiologic tests of audiology: Otoacoustic Emissions (OAE) and Electronystagmography (ENG).

SPH 642: Advanced Topics in Amplification Systems 4 credits

This course will provide a background on the theoretical principles of determining hearing aid candidacy. The rationale and methodology of selection and fitting of personal hearing aids for adults and children will be provided, including verification, modification, and validation strategies. In addition, earmold acoustics and selection/fitting strategies of earmold systems will be provided. Current ASHA guidelines on hearing aid selection and fitting will be discussed. Laboratory exercises will be performed in the areas of MCL/LDL assessment, hearing handicap scales, real-ear measurement, prescriptive formulas, and hearing aid troubleshooting.

SPH 644 Pediatric Audiology 3 credits
Prerequisite: SPH 606.

The study of the following topics: incidence and causes of hearing loss at birth, in infancy, and childhood, pediatric hearing assessment techniques.

SPH 646 Oral Motor Function of the Developing Child 3 credits
Prerequisite: SPH 600.

This course focuses on the development of motor functions of the normal and atypical infant and young child. It establishes a framework for evaluating movement as a prerequisite and facilitator of pre-speech and speech function in the birth to three population. Therapeutic principles and strategies used in evaluation and treatment of such neurological dysfunctions as cerebral palsy, Down's syndrome, mental retardation will be examined.

SPH 660 Clinical Practice in Speech-Language Pathology 3 credits
Prerequisite for Speech-Language Pathology students: SPH 671.

Supervised clinical practice in the Hy W, inb-nu.sess-inF3 1 Tf, inb-or SpeecTyu2Gm1jT*-0.0101 Tc0.0733 Tw(exercises will be performed

SPH 711 Advanced Anatomy, Physiology, and The Voice: The Speech Mechanism 3 credits
A detailed study of the peripheral speech mechanism, current theories of ventilation, phonation, and supralaryngeal function; an examination of select aspects of the human nervous system as related to speech production.

SPH 712 Neurological Bases of Speech 3 credits
Includes study of the central and peripheral nervous systems, the sensory coordinating motor systems, the endocrine coordinating system, and the neural integration of the systems associated with speech.

SPH 713 Quantitative Acoustic Analysis of Speech Production and Hearing Mechanism 3 credits
The anatomical and physiological functions of the speech and hearing mechanism as it relates to the production and reception of speech.

SPH 720 Experimental Phonetics 3 credits
Phonological, acoustic, and physiological parameters involved in speech perception, phonetic, phonemic, and acoustic analysis and synthesis.

SPH 721 Instrumentation 3 credits
Theoretical principles and procedures in the selection, operation, calibration, and maintenance of instrumentation in the communication sciences; review of the electronics fundamentals and basic circuit design. Direct experience is provided with laboratory instrumentation and clinical measurement techniques common to contemporary clinical practice in the speech and hearing sciences.

SPH 740, 741 Seminar in Current Issues and Research in the Field of Audiology 3 credits each
Readings and discussion on current issues and research in the field.

SPH 799 Clinical Materials

SPH 800 Advanced Seminar in Differential Diagnosis of Communication Disorders 3 credits
An exploration of current techniques and methodology involved in the differential diagnosis of disorders of speech, language, and hearing. Current philosophical issues in assessment will also be considered.

SPH 801 Theoretical Foundations of Remedial Language Development in Children 3 credits
An analysis of theoretical models and concepts (information theory; developmental psycholinguistics; theories of phonology, syntax, semantics and pragmatics; behavioral models) that are relevant to the development of therapy programs for various language impairments.

SPH 805 Professional Audiology 3 credits
A review and synthesis of current audiological practices will be presented for the speech-language pathologist. Topics covered will include: behavioral and physiological techniques in auditory assessment; trends and techniques in the fitting of prosthetic amplification; pediatric, community, and industrial audiology; aural rehabilitation of children and adults. Faculty and guest expert presentations will provide the bases for discussion on these topics. Oral and written presentations will be made by students.

SPH 831 Seminar in Prosthetic Amplification 3 credits
A doctoral level study of theoretical, technical, and clinical issues in prosthetic amplification. Topics include: hearing handicap assessment; binaural amplification; Vanderbilt Report; acoustic coupling consideration; hearing-aid related legislation; dispensing issues.

SPH 832 Management of the Acoustic Handicapped 3 credits
Linguistic development of the hearing-handicapped encountered in language learning. Rationale for approach to treatment will be emphasized.

SPH 860/863 Clinical Practice 2 credits each
Students perform supervised clinical practice in a variety of professional settings.

SPH 864 Practicum in College Teaching 2 credits
Students teach undergraduate courses under direct supervision of faculty.

SPH 895 Doctoral Thesis Seminar 3 credits
Selection, preparation, and design of a research project for potential submission as a thesis topic proposal. Continuous course enrollment is subsequently required on a noncredit basis until the thesis topic proposal has received departmental approval.

SPD

SPD 521, 522, 523 Beginning/Intermediate/Advanced ASL Sign Language 3 credits each
Emphasis is on the development and expansion of receptive and expressive American Sign Language skills and finger-spelling. Deaf culture issues will be emphasized. Placement in courses other than beginning will depend on satisfying completion of the previous course or permission of the instructor.

SPD 528 Technical Deaf Education 1 credit
Introduces teachers to the application of computer software used in the field of deaf education. Evaluation and adaptation of FM units will be studied. This course will be given either on the Adelphi campus or in a school for the deaf.

SPD 600 A d i e D i e 3 credits
 Evaluation of testing procedures appropriate for the diagnosis of hearing impairment will be discussed. Diseases and syndromes leading to deafness/hearing impairment will be the focus of this course. Degrees of hearing loss in relation to specific disorders as well as differential diagnosis of types of hearing impairment will be explored.

SPD 601 A m l i f i c a i e S . e m 3 credits
(Section 1: Deaf studies majors)
 Evaluation of various types of amplification systems and hearing aids will be discussed as they relate to the learning and instructional process. Hearing aids, auditory trainers, and other amplification systems will be studied.

SPD 601 A m l i f i c a i e S . e m 3 credits
(Section 2: Audiology Majors)
 This course will provide a background on the effects and management of hearing impairment using amplification. State and Federal hearing legislation, including current ASHA guidelines on amplification systems will be discussed. An in-depth presentation of amplification systems will be conducted to include discussion of assistive, personal, and implantable types. Circuit options and components of personal hearing aids will be studied in detail. Laboratory exercises will be performed in the areas of electroacoustic analysis, otoscopic examination, and earmold acoustics/impressions/modifications.

SPD 604 L a g a g e D e e l e m e . e f 3 credits
D e a f / H e a i g I m a i e d
 The study and evaluation of the language of hearing children will be compared to that of the deaf/hearing impaired child. Various language systems will be discussed including natural language, whole language, and ASL. Assessment, diagnosis, and therapy techniques will be explored.

SPD 605 A l H a b i l i a i e e f 3 credits
D e a f / H e a i g I m a i e d
 An overview of speech, speechreading, auditory training, and auditory oral skills in the deaf/hearing impaired child will be presented. Emphasis will include speech/language systems used in educational settings. Therapy techniques will be explored.

SPD 610 A d a . i g E l e m e . a E d c a i e 3 credits
I . c i e a l M e h e d f e
D e a f / H e a i g I m a i e d
 Current teaching methods and strategies appropriate for the deaf/hearing impaired child will be explored. Specific techniques encompassing individual philosophies will be demonstrated. The functional adaptation of theory and research will be applied to the elementary deaf/hearing impaired student.

SPD 611 A d a . i g I . e m e d i a e I . c i e a l 3 credits
M e h e d f e D e a f / H e a i g I m a i e d
 Adaptation of curriculum and instructional strategies will be emphasized. Methods and resources appropriate for the deaf/hearing impaired student will be explored and demonstrated. Focus will be on selecting and modifying materials appropriate for this population.

SPD 620 P e e c i e e D e a f e 3 credits
 Cultural, social, and educational issues relating to deafness from infancy through adulthood will be explored. The focus will be on an orientation to various cultural perspectives relating to deaf children and adults.

SPD 621 A e a c h e . e T e a c h i g . h e M l i l e 3 credits
D i a b l e d D e a f / H e a i g I m a i e d
 Various methodologies for teaching deaf students with additional handicaps will be explored and demonstrated. The course will assist teachers of deaf/hearing-impaired students in developing appropriate skills for teaching with secondary handicaps.

SPD 630, 631 S . d e . T e a c h i g 6 credits each
 Students will be placed in schools for the deaf. Supervised internship will be provided. Students will be responsible for attending a weekly student teaching seminar.

SPD 640 S e i e a d A d m i . a i e 3 credits
i D e a f E d c a i e
 Students will explore the similarities and differences in the administration of schools for the deaf as compared to public schools. Issues such as funding, hiring practices, and budgeting will be discussed.

SCHOOL OF
NURSING

School of Nursing

Alumnae Hall 220

Kathleen Bond, *Dean and Special Advisor to the President for Health Programs*
E-mail: bond@adelphi.edu

Jean Winter, *Associate Dean*
Annette Hauck, *Coordinator of Clinical and Community Affairs*

Directors

Judith Ackerhalt, *Director of Nurse Administration Programs*
Stefni Bogard, *Director of Nurse Practitioner (NP) Programs*
Marilyn Klainberg, *Director of RN Programs*

Professors

Kathleen Bond
Elaine Pasquali
Catherine Windwer
Caryle G. Wolahan

Assistant Professors

Stefni Bogard
Sue Greenfield
Marilyn Klainberg
Teresa Mascitti
Jean Winter
Margaret Silver

Associate Professors

Judith Ackerhalt
Anice Campagna
Althea Davis
Marybeth Ryan
Arlene Trolman

Life and Liberal Arts

The mission of the Adelphi University School of Nursing is to educate nurses who will be influential in the transformation of health care in the 21st century. As a constituent of the University, the School of Nursing is committed to the study of liberal arts, sciences, and nursing.

The scope of professional nursing requires specialized knowledge and skills, based on theory, research, and practice. Nurses are accountable to clients, society and the profession for the

quality of care provided. The curriculum is planned to allow students to build progressively on knowledge previously gained and to develop skills at advancing levels of practice. Baccalaureate education in nursing is the foundation for professional practice. Students at the Master's level are prepared for advanced nursing practice and for the pursuit of doctoral study.

The Post-Master's Certificate and Continuing Education programs are offered to meet the ongoing educational needs of nurses in the community.

Program of Study

A. Master of Science

1. Concentration in Advanced Nursing Practice
 - Adult-Health Nursing
2. Concentration in Nursing Service Administration

B. Post-Master's Certificate Program

1. Nursing Administration
2. Adult Health Nurse Practitioner

C. Doctor of Philosophy

D. Joint MS/MBA Degree Program

The Master of Science

The Master of Science (M.S.) program prepares advanced practice nurses for the roles of nursing administrator and nurse practitioner in adult-health nursing. Planned educational experiences include study of people in health and illness and practice of nursing intervention with individuals, families, groups, and communities. Through this rich and cohesive curriculum, students emerge as leaders able to solve problems, make decisions, and initiate change.

The 45–48-credit program leading to the Master of Science consists of 9–12 credits of foundation courses, 30 credits in the nursing major, and 6 credits of research and master's project guidance. The program provides a foundation for doctoral study, is accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, New York, 10006,

Interdisciplinary

NUR 742 Adult Health IV:
Theory and Clinical

Research Core

NUR 650 Nursing Research I
NUR 750 Nursing Research II
NUR 751 Project Advisement

Concentration in Nursing Service Administration

(45 credits)

The concentration in nursing service administration prepares nurse managers who can function in a variety of health care settings. Topics include nursing theories, group dynamics, communication, and professional issues and trends. To prepare to serve as leaders in improving health care services, students study leadership roles in the health care field. Through the program's research component, students gain practice in analyzing and implementing research findings.

Program Plan *

Required Core

NUR 602 Ways of Knowing
NUR 604 Small Group Phenomena
NUR 702 Health Issues, Policy, and
Politics in Health Care

Social Core

Program Plan *

Nursing Requirements

(33-35 credits)

Required Courses

NUR 602	Ways of Knowing
NUR 604	Small Group Phenomena
NUR 702	Health Issues, Policy and Politics

Nursing Administration

(24 credits)

See description on page 118

NUR 664	Collective Bargaining
NUR 665	Legal Issues
NUR 666	Ethical Issues
NUR 768	Health Promotion and Disease Prevention Program Development
NUR 769	Roles and Functions of Nursing Service Administrator
NUR 770	Seminar and Practicum in Nursing Administration
ACT 500	Financial Accounting
MGT 561	Management Theory and Organizational Behavior
HRM 765	Developing World Class Human Resources
HHM 776	Hospital and Healthcare Finance

Advanced Nursing Practice

See description on page 117

Adult-Health Nursing Master's - Prepared Nurse from the Nursing Specialty

Nursing Practice (28-30 credits)

Specialty Course

NUR 761	Advanced Practice Roles and Functions
NUR 762	Advanced Pathophysiology
NUR 763	Clinical Pharmacology
NUR 764	Advanced Health Assessment

Specialty Course

NUR 633	Adult-Health Nursing I: Theory
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NUR 638	Adult-Health Nursing II: Theory and Clinical
NUR 640	Summer Clinical Practicum
NUR 658	Adult-Health Nursing III: Theory and Clinical

Specialty Course

NUR 742	Adult Health IV: Theory and Clinical
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The Doctorate of Philosophy

Doctoral education in nursing at Adelphi, has its primary goal, the preparation of nurses who can develop, test, and apply nursing and related theory in clinical, educational, and administrative settings. New theory developed through synthesis and analysis, and tested via scientific research, is essential for advancing the scientific base of the profession and promoting excellence in nursing practice. Through the stimulation generated in an intellectual atmosphere where faculty and students mix freely in an exchange of knowledge and ideas, scholarly creativity comes from fruition.

The objectives of the doctoral program are as follows:

1. To prepare nurses who will define, articulate, and influence the nature and direction of nursing practice, nursing education, and nursing administration.
2. To prepare nurses who will actively participate in the profession of nursing and in the multidisciplinary community of scholars.
3. To prepare scholars and researchers who will contribute to the growth of nursing knowledge and practice through the development, testing, and use of nursing theory.

The curriculum builds upon this theoretical and experiential foundation in four basic areas of concentration: the science of nursing, the pro-

fession of nursing, and selected areas of study according to individual need and prescription.

Progression through the program is marked through the following milestones: matriculation in the program as a degree student; candidacy; proposal acceptance; and, finally, completion of the dissertation, and the oral defense.

Admission to All Programs

In order to be admitted to the master's program in nursing, the applicant must be a currently licensed registered professional nurse or be eligible for licensure endorsement, holding the baccalaureate degree from a professionally accredited baccalaureate program. The student's preparation must include upper division theory and practice in parent-child, adult health, psychiatric, and community health nursing. Applicants are required to have completed a basic statistics course earning a grade of B or better. Applicants must also meet all prerequisites for their chosen specialty.

The applicant must have had at least two years of clinical practice in nursing prior to taking specialty courses. For students in the advanced practice majors, one year of practice should be in the intended area of specialization, or its equivalent. Each applicant must have a 3.0 grade-point average or B average, personal qualities necessary for advanced graduate study, and promise of successful professional development in the chosen field of specialization.

In order to be admitted to the Post-Master's Certificate program, the applicant must be a registered professional nurse and provide evidence of an earned master's degree in nursing.

The faculty reserve the right to require additional supportive data or prerequisites if any question arises from the evaluation of an applicant.

In addition to the University admissions requirements set forth elsewhere in this Bulletin, applicants for admission to the graduate programs must submit the following:

- Two letters of reference from the applicant's most recent employers. Applicants to the advanced practice components are also required to provide a letter of reference from a supervisor of the applicant's clinical practice.
- The application fee.

Applicants for the Post-Master's Certificate program should submit only the following:

- Application forms.
- Evidence of having received a master's degree in nursing, i.e., diploma or transcript.
- Application fee.

Admission to Joint Degree Programs, M.B.A. and Master's in Nursing

Students can apply to the M.S. and M.B.A. programs concurrently. One application and one set of transcripts, references, and other supporting documents should be sent to the Office of University Graduate Admissions. Students may exit the program after completion of the requisite 45 credits for the M.S. in nursing. Students who are currently enrolled in the master's program in nursing administration and who wish to enroll in the joint degree program must apply directly to the School of Business prior to enrolling in NUR 770. An additional 24 credits will be required for the M.B.A.

Admission Requirements

1. Current licensure as a registered nurse, or eligibility for licensure endorsement.
2. Possession of a baccalaureate degree in nursing from a professionally accredited program or a non-nursing baccalaureate degree plus a passing score on the NLN baccalaureate comprehensive achievement test.
3. Completion of a basic statistics course with a grade of B or better.

4. A minimum of two years of practice in nursing prior to taking specialty courses. One year of practice should be in nursing service administration.
5. Official transcripts from all previous colleges or universities attended.
6. Grade point average of 3.0.
7. Two letters of recommendation from the applicant's recent employers.
8. Graduate Management Admission Test (GMAT results).
9. A statement of personal objectives.
10. International applicants must have obtained a minimum score of 550 on Test of English as a Foreign Language (TOEFL) within the past two years; a declaration and certificate of finances; and certified English translations of all prior academic records.

Ad a ced S a di g

The transfer of credits earned at another institution is allowed only for comparable graduate courses completed with a grade of B or higher within five years preceding the date of entrance to the School of Nursing of Adelphi University. Evaluation of advanced standing is made by the School of Nursing. A maximum of 12 graduate credits may be accepted as applicable toward the M.S. degree.

Ma ic la i s

Students are considered matriculated when they have been accepted into the program as a degree student and enrolled in at least one course. Students in the master's program have five years to complete their requirements.

Te . book a d S d G ide E e e

Students can expect to spend between \$200 and \$300 per semester for the purchase of textbooks and School of Nursing Study Guides.

Textbooks are also available at the Reserve Desk in the Swirbul Library.

Lea e of Ab e ce

In every spring or fall semester in which students do not register for a course, they must request a leave of absence in writing. The student must then formally request readmission to the graduate program at the end of the leave.

A student returning from a leave of absence will need to update her/his academic program. Readmitted students must meet the admission and degree requirements in effect at the time of readmission. This will include an assessment of her/his clinical status, and may include additional classroom and clinical hours or other requirements, in order to meet state and national current standards.

G adi g S . em

Credits earned with a grade of A or B are automatically applied toward degree requirements when the course in question is applicable toward such requirements. The minimally acceptable grade in all required courses is B-. In the master's program C- is the minimally acceptable grade for electives. Required courses with a grade of C+, C, or C- may be repeated once with permission of the instructor and academic advisor. *Failure to meet the above grading requirements will result in dismissal from the program.*

For further information on the University grading system, and on Withdrawals (Ws) and Incompletes (Is), see the section titled "Grading System" in this *Bulletin*.

A course with a grade of I prohibits a student from registering for the next requisite course in the course sequence.

Students with two or more Incompletes may not register for future course work until at least one Incomplete is removed.

General Information

Health Requirements

Maintenance of high standards of health is the responsibility of every citizen. Students in nursing programs have an additional responsibility in protecting themselves because they come in contact with a variety of individuals who are physically sick. Therefore, each candidate, prior to registration for clinical courses, is required to present evidence of having completed the immunizations and examinations listed on the University medical form. The health requirements are listed below:

- Annual Physical
- Annual Mantoux (with CXR if positive)
- MMR Titers showing immunity
- Tetanus within 10 years
- Hepatitis B Vaccine Series or
- Hepatitis B Declination Statement
- Varicella Titer (this is now required by some of the hospitals)

Health forms are provided by the School of Nursing and must be submitted to the University Health Services Center before each fall semester. Failure to submit a health form will result in suspension from clinical experiences.

Insurance

All students are required to have accident and health insurance in order to participate in a clinical practicum. All students must carry professional malpractice insurance, which is provided at low cost through a group policy.

School of Nursing Learning Resources

The School of Nursing Learning Resources Center includes a learning laboratory, a computer laboratory, a seminar room with demonstration bed, and a small auxiliary laboratory for physical assessment skills. The skills laboratory simulates the hospital setting with all appropriate and supportive supplies and equipment. These include advanced patient care man-

nequins and simulators, injecta-pads, intravenous training arms, ostomy models, and many other innovative educational devices. In addition to regularly scheduled classes held in the nursing laboratory, open laboratory skills sessions are held regularly with a clinical coordinator, providing all students with an opportunity for reinforcement of clinical learning.

School of Nursing Acting for Progress

The School of Nursing Acting for Progress (SNAP) is an organization composed of all students and faculty of the School of Nursing, was formed to bring its constituents together to consider and discuss problems, issues, and concerns affecting the members of the School of Nursing. The organization stimulates interest and involvement in professional and social issues and provides a conducive environment for informal socialization among its members.

Health Insurance

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Financial Aid

Sigma Theta Tau Scholarship

Each year, the Alpha Omega chapter of Sigma Theta Tau International, Inc. offers a Nursing Scholarship Award. Eligible are full- or part-time master's students who are members of Alpha Omega who have a minimum grade-point average of 3.5, and who demonstrate accomplishment and leadership in professional endeavors and community activities. The Alpha Omega chapter of Sigma Theta Tau also offers annual research awards. Master's students who are active members of Alpha Omega chapter may apply.

Employer Tuition Reimbursement

If a company will pay the University directly regardless of the student's grades, an authorization from the employer must be submitted to the Office of Student Financial Services at the time of registration. The student will be required to pay all tuition and fee charges not covered by their employer at the time of registration. Students may participate in this program as long as payment is not contingent upon successful course completion.

Students who will be reimbursed by their employer only after a grade is received must present an official letter of intent from their employer, specifying the tuition and fees covered. The student will be required to pay all remaining tuition and fees and the \$975 reim-

NUR 749 Seminar/Clinical II *2 credits*

prerequisites: NUR 633, 635, 638, 640, 653, 742, 602, 603, 761, 762, 763, 764.

This course is for students who require additional clinical hours to complete the internship experience.

NUR 750 Research II *3 credits*

Prerequisite: NUR 650.

This course continues the study of quantitative and qualitative nursing research begun in Research I. Knowledge and skills related to critiquing nursing research studies are fur-

**NUR 769 Role and Function of the
Nursing Service Administrator** 4 credits

Through observation and dialogue with nursing service administrators in diverse practice settings, and through analysis of scenarios, students explore dimensions of the role of the nursing service administrator and identify knowledge and skills required to fulfill the role. Problem-based, self-directed learning is used to promote critical thinking and generate discussion about pertinent research findings, theories, problems, and issues.

**NUR 770 Seminar and Related
Practice Administration** 8 credits

Prerequisites: all specialty courses.

Provides seminar and practical experience in the observation, participation in, and critical analysis of various roles and functions of nursing administrators.

NUR 870 Dissertation Advisement 0 credits

(Fee Course—equal to 3 credits)

This advisement is the final educational requirement for dissertation preparation and is continuous until completion of the research project. It provides one-to-one guidance necessary in development of the research project and in final preparation of the dissertation.

VII

SCHOOL OF
SOcial **W**ORK

Master of Social Work Program

The Master of Social Work program provides the preparation necessary for advanced professional social work practice from a multimethod perspective. The degree is 64 credits. The first half of the curriculum (32 credits) is general foundation knowledge that is essential to all forms and levels of practice. The second half of the curriculum (32 credits) offers one area of concentration, which prepares students for advanced, contemporary, direct practice.

Organizational Courses

All students entering the first year of the Adelphi University M.S.W. program are required to take the same ten courses. Eight of the ten are academic courses and two are supervised field internships in which students apply theories learned in class to direct practice with clients.

The ten required first-year classes are distributed as follows: two consider social welfare policy; two analyze theories of human behavior; two present theories of social work practice; one teaches about diversity, oppression, and cultural influences in social work practice; one teaches the methods of empirical research; and two provide supervised field instruction.

In the second year of their M.S.W. program, all students at Adelphi University must complete ten courses, two of which are supervised field internships. The eight remaining second-year classroom courses are distributed as follows: two courses in advanced social work practice; one course in assessment and diagnosis from a social work perspective; one course in advanced social work research; one course in the organizational context for professional practice; a capstone seminar; and two electives.

The social work practice methods sequence teaches the theoretical models, empirical bases, values, and skills that are required for direct work with individuals, families, groups, and

communities. These courses are reinforced by the field internship or practicum as students put to use their newly gained knowledge about how to assess needs, set goals, and intervene with clients to achieve those goals.

The human behavior and social environment courses provide foundation knowledge about the biological, psychological, and social determinants of human behavior that are essential to assessing the needs clients have, understanding their situation, and selecting intervention strategies. The social work practice methods and human behavior and the social environment courses are interrelated: a method of practice could not be taught without understanding the complex underpinnings of human behavior.

The social work research courses inculcate a scientific approach to practice and provide the tools required to systematically evaluate social work practice and services, build the professional knowledge base, critically evaluate the professional literature as well as that of ancillary disciplines, and assess the effectiveness of one's own practice.

The social welfare policy and organization courses impart knowledge about the social policies, programs, and organizations that provide services and shape professional practice. They teach the theory, empirical data, values, and skills necessary to the development, design, implementation, and evaluation of social programs.

Field instruction provides students with the opportunity to work directly with people in a different field instruction setting in the first and second year of the M.S.W. program. In the first year,

date's program is determined to vary significantly from Adelphi's B.S.S.W. field curriculum. One Year Residency (O.Y.R.) students are required to take a 4 credit professional seminar SWK 601 concurrent with the foundation practice courses and complete 900 hours of field instruction in the second year concurrent with Advanced Social Work Practice course work.

Students are expected to work normal agency hours and are responsible for adhering to agency policies and practices. Although the School does offer field internships with evening hour assignments, all students are required to be available for a minimum of one full day or two half days during weekday daytime hours. Field instruction, unlike other academic courses, continues during January intersession and students are advised to factor possible housing expenses into their financial plans. In addition, students will need to arrange for transportation to and from the field agency.

The model presented below is the standard program for students who maintain full-time status over two years. While some students take courses on a part-time basis, the sequencing of courses and requirements is universal. All students must complete requirements within four years of matriculation and fulfill residency requirements by enrolling in ten or more credits in two successive semesters.

M.S.W. Core of Studies

First-Year M.S.W. Program (32 credits)

Fall Semester (16 credits)

SWK 500	Issues in Social Welfare I: History and Philosophy of Social Welfare
SWK 510	Human Behavior Theory for Social Work Practice I
SWK 520	Foundations of Social Work Practice I

SWK 542	Oppression, Diversity and the Struggle for Human Rights
SWK 690	Field Instruction I

Spring Semester (16 credits)

SWK 501	Issues in Social Welfare II: Inequality, Inequity, and Social Justice
SWK 511	Human Behavior Theory for Social Work Practice II
SWK 521	Foundations of Social Work Practice II
SWK 557	Social Work Research I
SWK 691	Field Instruction II

Second-Year M.S.W. Program (32 credits)

In their second year, students are in a contemporary, direct practice concentration. They are required to take Advanced Social Work Practice with Individuals and either Advanced Social Work Practice with Groups or Advanced Social Work with Families and Couples. Students may take the other practice course as one of their two electives if they choose.

Fall Semester (16 credits)

SWK 710	Social Work Assessment and Diagnosis
SWK 758	Social Work Research II
SWK 780	Advanced Social Work Practice with Individuals
SWK 7**	Elective
SWK 790	Field Instruction III

Spring Semester (16 credits)

SWK 722	Organizational Context for Professional Practice
SWK 736	Contemporary Social Work: An Integrated Approach
SWK 782	Advanced Social Work Practice with Groups

OR

SKWK 786	Advanced Social Work Practice with Families/Couples
SWK 7**	Elective
SWK 791	Field Instruction IV

Admission Requirements.

The requirements for admission to the M.S.W. program are based on academic background, values consonant with the profession, and paid and/or volunteer human service experience. The requirements include the following:

1. A baccalaureate degree from an accredited college or university with a strong background in the liberal arts and sciences.
2. Personal characteristics and qualifications related to successful professional performance based upon criteria set forth in the National Association of Social Workers Code of Ethics.
3. A minimum undergraduate grade-point average of 3.0 on 4-point scale. If the undergraduate average falls between 3.0 and 2.5, the following criteria are used to determine whether an exception can be made:
 - a. Subsequent graduate education reflects a G.P.A. of 3.0 or higher.
 - b. Substantial paid or volunteer work experience.
 - c. Unusual circumstances and/or unique

Application Procedure

Each candidate is required to file an application provided by the University's Office of Graduate Admissions or the School of Social Work.

Applications for all programs are processed on the basis of a rolling admissions policy. However, it is strongly recommended that applicants for the Advanced Standing program and transfer students file applications by March 1. The School reserves the right to limit applications as necessary.

Candidates must submit at least three reference letters. Preferred sources are supervisors in the social agencies in which they have been volunteering or employed, college instructors, or others unrelated to the applicant who are equipped to evaluate their readiness for graduate study. Candidates must arrange for the forwarding of their college transcripts and submit a personal statement of how their interest in social work developed and the life experiences that may have influenced this professional choice. Please refer to the questions posed on the application. Any candidate may be interviewed to secure additional information or to gain impressions as to personal qualifications.

Applications are reviewed by the coordinator of admissions and the admissions committee. All Advanced Standing and O.Y.R. applicants are interviewed by a member of the faculty.

For additional information please contact Ms. Marcia Edwards, Coordinator of Admissions for the School of Social Work (516) 877-4384/4360.

Admission Procedure

Each step of the admissions process is designed to contribute information about the qualifications of the candidate. The application form, other supporting documents, and the interview are used to elicit relevant objective, as well as subjective, data. Data are obtained from the following sources:

1. The application form provides information such as prior educational experience and

paid or volunteer work experience.

2. Educational background data, including transcripts, provide insight as to the quality of educational institutions attended, continuity of participation in the educational process, scholarly potential as revealed in grade-point average, and prior areas of study.
3. Material on employment background and volunteer activity sheds light on the quality of the applicant's work history in relation to readiness for professional education.
4. Information on organizational affiliations in school and community gives evidence of leadership experience, interests, and commitment to social issues.
5. The personal statement provides evidence of the motivation of the applicant, the role of significant life experiences on the choice of the social work profession, and on the applicant's skill in writing and conceptualizing.

Reference

Letters of reference are particularly valuable when received from employers or supervisors in social work settings or from college teachers who can report on learning patterns and academic potential. (References from close friends and family members are not appropriate.) Letters of reference also help to assess the candidate's potential for growth or readiness for professional social work education.

Personal Interview

A personal interview is a requirement for transfer applicants, for graduates with bachelor degrees from C.S.W.E.-accredited undergraduate schools other than Adelphi, for O.Y.R. applicants, and for any candidates who show evidence of potential problems or special needs that the School would like to attend to in support of the candidate (e.g., grades between 2.5 and 2.9, insufficient liberal arts and science background). The interview is used to evaluate the

applicant and to secure any additional information necessary to arrive at an overall assessment of the applicant's capacity and readiness to undertake professional social work education.

Decision-Making Process

On the basis of review by members of the admissions committee and the coordinator of admissions, a decision is made and forwarded to the University admissions department. The University then notifies the applicant of the School's decision.

Tuition Assistance

The School of Social Work has various tuition assistance programs to assist M.S.W. students with the cost of their graduate education.

Need-Based Scholarships

The School awards a limited number of scholarships to full-time, incoming students based on financial need. Application for aid is made at the point of application to the program.

Elizabeth A. Doherty Memorial Scholarship

Kathleen J. Esposito, the sister of the late alumna and adjunct, Elizabeth A. Doherty, established a memorial scholarship in 2001, its mission consistent with Elizabeth's lifetime commitment to social work, counseling, and assistance to those in need. Only students who plan to enter the field of drug and alcohol addiction and who demonstrate both commitment to women's issues are eligible. To qualify, applicants must be studying for a graduate degree in the School of Social Work and be in financial need.

The Rita Paprin Memorial Scholarship

The family and friends of the late social work professor, Rita Paprin, established a memorial scholarship in 1983, its mission consistent with her lifetime commitment to changing social policies. Students who have demonstrated a strong commitment to social policy development and

social change are eligible. To qualify, students must have completed at least 12 credits and be enrolled in either our bachelor's, master's, or doctoral program.

The Patricia Hochfelder Memorial Scholarship

The Beldoch and Hochfelder families of the late alumna, Patricia Beldoch Hochfelder, established a memorial scholarship in 1986, its mission consistent with her lifetime commitment to social justice. Current minority students with outstanding academic records and in financial need are eligible. To qualify students need to have demonstrated their commitment to the values of equity and social justice as evidenced by work they have done in the community or social work agency directed toward social change and advocacy.

Agency Tuition Remission

Students employed in a social work agency which is affiliated with the School's field education program may be eligible for agency tuition remission. To qualify, the student's agency must designate accrued tuition remission credits to the employee consistent with the University's policy for agency tuition remission.

Graduate Assistantships

The School has a number of graduate assistantships available. These grants are applied directly to the student's tuition. Students receiving an assistantship work with a member of the faculty on research and/or administrative projects.

Bilingual School Social Work Scholarship

The School of Social Work is a participating member in the Bilingual Scholarship Program offered by the New York City Board of Education. These full tuition scholarships are available for bilingual students interested in working for the N.Y.C. Board of Education upon graduation. The School offers the courses man-

dated by the New York State Education Department for State Certification. In addition, the School also provides an appropriate bilingual/bicultural internship. The scholarships are awarded directly by the N.Y.C. Board of Education.

Transfer from Accredited School of Social Work

Applicants wishing to transfer to Adelphi after successfully completing the foundation level at another accredited school of social work may be accepted into the advanced level of the M.S.W. program. The applicant is required to file a complete application and include a field evaluation from the school. A personal interview is also required. Applicants who wish to transfer credits for courses taken on a part-time basis at another accredited School of Social Work may do so consistent with the School's policy on transfer credits.

Transfer Credit

Students who have taken a graduate course in an accredited graduate program similar to an Adelphi social work course may request a transfer of credit. A transcript, a course description, a course outline and bibliography must be submitted to the assistant dean for academic affairs. The course should have been taken within five years of matriculation with a grade of "B" or better. The assistant dean, in consultation with the sequence chair, assesses the degree to which the course corresponds to the Adelphi course. If the graduate credit is approved for transfer, the student does not have to take another course in its place. A placing-out exam may be required at the discretion of the assistant dean.

Students who completed a graduate course that counted toward a baccalaureate degree cannot receive transfer credit for that course. Only courses completed for graduate credit can be transferred.

Course Waiver

Course waivers are granted selectively on an individual basis. Students who have taken an undergraduate course similar to an Adelphi social work course may request a course waiver. A transcript, a course description, a course outline and bibliography must be submitted to the assistant dean for academic affairs. The course had to have been taken within five years of matriculation with a grade of "B" or better. The course in

line 0569.6. (Placing-out exam) (courses) (taken on a part-time basis)

457 Maple Street
Poughkeepsie, NY 12601
Telephone: (845) 471-3348

Manhattan Center M.S.W. Degree

The School of Social Work offers courses toward the M.S.W. degree at the Manhattan Center, located in Manhattan's SoHo district. Students have the opportunity to begin the master's program on a full or part-time basis and can complete the foundation year by taking classes during the fall and spring in Manhattan and taking two courses during the summer in Garden City. The remaining degree requirements are taken at the Garden City campus with the excep-

Curriculum**Third Year***Fall*

- SWK 846 Social Work Practice with Families: Theory and Research
- SWK 854 Seminar on Proposal Development

Spring

- SWK 849 Mental Health and Women: International Policy and Practice Issues
- SWK 851 Methods of Data Collection and Analysis

Fourth Year*Fall*

- SWK 811 Social Work Education: Issues and Processes
- SWK 848 Social Work Practice with Groups: Theory and Research

Spring

- SWK 853 Research Seminar in Social Work
- SWK 880 Writing for Professional Publication

Admission Requirements

Admission to the D.S.W. program is predicated-

check or money order, should be made payable to Adelphi University. All the above materials should be sent to:

**Office of Graduate Admissions
Adelphi University
Lee Memorial Hall
1 South Ave
Garden City, NY 11530**

- School of Social Work Cover Letter
- Application Form
- Data Card

When the application is complete (all the above items having been received), the Director of the Doctoral program will communicate with the applicant to set up an admissions interview on the Adelphi University campus with one or two members of the doctoral faculty.

Applications should be completed preferably by April 1 for admission into the class beginning the following September. Admissions interviews will be held in March, April, and May. The Admissions Committee will meet to select a class to begin the following fall semester. Applicants will be notified of admission decisions in the latter part of April or early May. Applications received after the deadline will be considered if seats are still available.

Financial Aid

A limited amount of financial aid for doctoral students is available through research and teaching assistantships; they are awarded on a competitive basis.

Relationship with University Admissions

The decision to admit a student to the doctoral program rests with the Director of the Doctoral program. The relationship with University Admissions is consultative and procedural. For example, in the instance of international applicants or applicants attending special undergraduate programs in the United States, the University Admissions Office can provide help in evaluating the equivalency of academic courses.

The following materials are sent to the applicant by the University:

- Bulletin

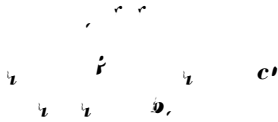
mittee and results are recorded in the applicant's file following successful completion of candidacy.

Post-Master's Addiction Specialist Certification Program

The Addiction Specialist Program is designed for human service practitioners who are interested in enhancing their knowledge and skill in working with clients with drug and alcohol problems. The program is committed to the belief that substance abuse and addiction

COURSES OF INSTRUCTION

SCHOOL OF SOCIAL WORK



SWK 500 I e i Social Welfare I:

Hi, 6 a d Phil 6 h 6f Social Welfare 3 credits

This introductory course in social welfare policy focuses on four major themes: the development of social work as a profession; the emergence of social welfare institutions in the Unsa-18 re61.8266Statesence ofxpertial welfoppr em266populae

ingfully in the research process to expand it. This includes preparing students to use empirical evidence to guide their professional practice, to evaluate their own practice, and to evaluate social service programs in which they work.

SWK 758 Social Work Research II 3 credits
Prerequisite: SWK 557.

This course focuses on using and evaluating the knowledge base of social work practice. It applies concepts learned in Research I to the empirical evaluation of one's own practice, the analysis and evaluation of empirical-based knowledge, and its use in social work practice. The course stresses issues related to the conduct of research in a practice profession, including the relationship between research and practice, the application of principles of critical thinking to both research and practice, and the ethical considerations crucial in research development.

SWK 520 Foundation of Social Work Practice I 3 credits
Corequisite: SWK 690 or 590.

This first practice course provides foundation knowledge within the context of a generalist intervention model. Knowledge, values and skills for social work practice at the micro, mezzo, and macro levels will be taught from an integrative practice framework. Students will be introduced to social work values, theoretical concepts, and interventive activities common to all social work practice methods.

SWK 521 Foundation of Social Work Practice II 3 credits
Prerequisite: SWK 520.
Corequisite: SWK 691 or 591.

This course focuses on the theories and skills necessary for social work practice with individuals, families, groups, and communities as a means of enhancing role performance and social functioning. The development of skills in facilitating the interaction of client systems and environments is emphasized, using a systems perspective in relation to problem solving. Crisis intervention, ego support, linking clients to resources, and alleviation of environmental stressors are considered. The small group and groups as representative of communities are examined as vehicles of growth, goal attainment, and empowerment.

SWK 542 Oppression, Disability, and the Struggle for Human Rights 3 credits
Prerequisite or corequisite: SWK 500.

This course emphasizes the systematic nature of oppression and the responsibility of social workers to engage in the struggle for social justice and human rights. The meaning and implications of related concepts such as discrimination based on race, ethnicity, gender, sexual orientation, class, disability, and aging are discussed. In addition to professional literature, there is an emphasis on experiential learning, encouraging students to get in touch with their own oppres-

sion and the biases they have toward others. Students gain an understanding of the practice principles and skills needed to be effective as change agents with diverse populations at the micro, mezzo and macro level.

SWK 780 Advanced Social Work Practice Individual 3 credits
Prerequisites: SWK 521, 691.
Corequisite: SWK 790.

Building on the foundation year, this course will focus on development of the knowledge and skills needed for advanced clinical social work practice with individual clients. Relying on ecological systems theory, the course will present various models for advanced practice, as well as the integration of these models. Teaching of all models will rely on the strengths perspective and be case-based.

SWK 782 Advanced Social Work Practice Group 3 credits
Prerequisite: SWK 521, 691.
Corequisite: SWK 790 or 791.

Group work practice will be examined in depth with application to social work within an agency context. The course creates a link with the foundation practices courses taught in the first year, as well as content taught in the foundation human behavior and social environment courses. Emphasis will be on addressing conceptual understanding, analytical process and interactional skills necessary for group work practice.

SWK 786 Advanced Practice in Families and Couples 3 credits
Prerequisites: SWK 521, 691.
Corequisite: SWK 790 or 791.

This course focuses on clinical practice with families and couples. The family/couple system is seen as the arena and resource for change. The class explores how different family therapy approaches address issues of diversity and the needs of populations at risk. It recognizes economic and social justice factors as a context for assessment and practice. Integration of major overarching concepts common to all approaches are stressed. Issues of gender, class, he Strug7withi4isite0itlnc

SWK 717 Social Work Practice and the Major Mental Disorders 3 credits
Prerequisites: SWK 521.

The focus of this course is on social work practice which empowers clients who manifest serious mental illness. Among the psychodiagnostic categories covered are psychoses (brief and long term), post traumatic stress disorder, and associative disorders as they relate to intervention. Knowledge about psychopharmacology and the psychoeducational approach will be taught. Community services available to individuals and families will be critically compared.

SWK 721 Psychological Issues in Death and Dying 3 credits
Prerequisite: SWK 521.

This course investigates the social, psychological and emotional issues of separation and loss and subsequent grieving. It examines the impact that cultural diversity and one's own values, attitudes, and fears have on the grieving process. Legal, political, medical and ethical issues will be analyzed to heighten ability to empower the clients.

SWK 727 Social Work Practice and Chemical Dependence 3 credits
Prerequisites: SWK 521.

This course focuses on social work treatment of alcoholism, other substance abuse, and poly-drug use. Alcoholism is conceptualized as both an addiction and a disease. Biological, sociocultural, behavioral, analytical, and transactional approaches to treating addiction are studied. Advanced interventional skills and strategies are considered in working with individuals, groups, families, and the self-help network.

SWK 728 Social Work with Children and Adolescents 3 credits
Prerequisites: SWK 521.

This course examines a variety of social work practice modalities in direct work with children, adolescents, and their families. Assessment and interventional skills are studied as they pertain to the special problems related to life conditions and events affecting children and adolescents. The societal and organizational context which frames the service delivery system for children and adolescents will be explored.

SWK 729 Social Work with Older Adults 3 credits
Prerequisite: SWK 521.

This course examines critical issues related to social work practice with older adults and their families. It encompasses individual counseling and therapy, support group, psychoeducation, research models, service delivery systems and relevant state, federal and international policies. Topics include biological, psychological, sociological, economic and spiritual perspectives with emphasis on contemporary problems and issues experienced by older women and men. Attention is given to at-risk situations of oppressed populations as they age, such as older women, older lesbians and gays, and older people of color.

SWK 737 Social Work Practice and the Gay, Lesbian, and Bisexual Life Style 1.5 credits
Prerequisites: SWK 521.

This course provides an overview of issues relevant to social work practice with gay men, lesbians, and significant people in their lives. Topics include societal context, discrimination and homophobia, the history of psychiatric diagnosis and homosexuality, the "coming out" process and its impact on the self and family members, gay and lesbian parenting, and working with people with AIDS and chemical dependency.

SWK 738 Social Work and Law 3 credits
Prerequisite: SWK 521.

This course will examine the practice of Social Work in the legal context. Law encompasses the fabric of our social relationship and as such the course we will explore the ways in which social work can impact the legal system. The course will provide familiarity with legal processes, legal research and analysis, and an understanding of how individuals and families are impacted by the legal system. This course is open to undergraduates with permission from their advisors.

SWK 739 Social Work Practice and Family Violence 1.5 credits
Prerequisites: SWK 521.

This course examines the social problems of physical and sexual abuse of children, incest, woman-battering, and elder abuse. Current risk is addressed as well as long-term consequences for future life functioning. The interaction of substance abuse and violence is considered, as are the interplay of race, class, culture, and gender.

SWK 799 Independent Study 1-3 credits

Topics for independent study are developed by the student in consultation with his or her faculty advisor. The student is responsible for securing a faculty member to supervise the independent study, the approval of the sequence chairperson in which the study is undertaken, and the permission of the Dean of the School of Social Work.

Selected SWK 800-level courses are open to MSW students as electives. Permission of the course instructor and director of the doctoral program are required.

SWK 810 The Epistemological Basis of Social Work Knowledge 3 credits

This course is aimed at encouraging students to think critically about the nature of social work, its knowledge base, its means of developing knowledge, its theories and practices, and its belief systems and value bases. The course begins with an exploration of some major themes in philosophy, logic, epistemology, and aesthetics. It is followed by an attempt to compare and contrast various ways of knowing and varied pathways to knowledge generation. Abstract ideas such as concepts, theories, models, metaphors, and para-

digms are used to enable seminar participants to advance their understanding of the nature of social work knowledge.

SWK 811 Social Work Education :

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3 credits

This course presents a theoretical and practice oriented approach to contemporary educational issues in the profession. The development of curriculum and teaching methodology for social work education are taught. Scientific and humanistic concepts of learning drawn from various theoretical frames of reference are utilized for analysis of the process of curriculum construction and the learning-teaching

selecting and securing the cooperation of a sample, the preparation of a data collection package, the collection of data, analysis, presentation, interpretation of data, and the writing of a dissertation. Students will work on their own individual projects. Instructor will discuss general issues of proposal implementation and will provide feedback to students regarding their individual implementation efforts.

SWK 854 Seminar in Professional Development (Formerly SWK 852) 3 credits

Prerequisite: successful completion of SWK 850.

This seminar is directed toward the development of an individual research proposal. Issues of justification of problem, conceptual rationale for hypothesis, measurement of variables, sample selection, instrument construction, and data collection are considered. The student will deal with these issues in the context of a concrete research proposal and the culmination of the semester's work will be a tentative research proposal.

SWK 860 Social Work and Social Science 3 credits

This course is designed to broaden and deepen students' knowledge of social science theory as it pertains to social work. Specific theories addressed reflect current faculty interest and expertise, and will be used as exemplars. Several members of the faculty will make presentations on their theoretical interests. The instructor will coordinate these presentations and interpret their relationship to each other and to professional practice.

SWK 880 Writing Publications 3 credits

This course is focused on the development of cogent ideas and convincing arguments, leading up to the production of scholarly manuscripts for publications.

SWK 882 Comparative Research Methods (Formerly Social Work Research: Qualitative) 3 credits

This course focuses on developing fuller understanding of the qualitative paradigm and skills in using qualitative methodologies to conduct research. Research strategies will be discussed and illustrated.

VIII

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EXPENSES AND
FINANCIAL AID

Tuition and Fee

Tuition and Fee Policy

The Office of Student Financial Services must be consulted for the current tuition and fees schedule. Tuition and fees are payable either by mail or in person at the Office of Student Financial Services, or by phone with Mastercard or Visa. Checks and money orders should be made payable to Adelphi University. All payments will be applied to past-due balance first.

Charges billed by the University are outlined below. Students, however, should plan for expenditures associated with books, travel, and personal items.

Additional fees and charges for specific courses, as detailed in the class schedule, also may be assessed.

The following tuition and fee policy pertains to the 2001–2002 academic year. The Board of Trustees of Adelphi University reserves the right to change this tuition and fee schedule without prior notice.

Tuition and Fee Rate

	2001	2002
	Academic Year	
Graduate, Full-Time		
Social Work and Education STEP Program (12 or more credits per semester)		
Tuition and University Fees (\$500 nonrefundable)		\$18,000
Communicative Disorders (12 or more credits per semester)		
Tuition and Fees (\$500 nonrefundable)		\$18,500
Gordon F. Derner Institute of Advanced Psychological Studies (IAPS)		\$22,100

Graduate, All Other Programs

Tuition, per credit hour	\$540
Tuition, per credit hour (Communicative Disorders 1–11 credits per semester)	\$560
Tuition, per credit hour (IAPS—1–11 credits per semester)	\$640
University Fees (nonrefundable)	
1–6 credits	\$300
7–11 credits	\$400

University Fees

University Fees cover the use of all academic and recreational facilities and services including the library, gymnasium, health service center, counseling, and career services, and provides for security and accident insurance for all students.

Other Fees and Charge

Application Fee (nonrefundable)	\$50
Deferred Payment Plan Fee	\$50
Graduation Reapplication Fee	\$25
Graduation Late Filing Fee	\$25
Late Registration Fee	\$50
Accident Insurance	\$12
Medical Insurance (Annually)	TBA
Program change, each form	\$25
Professional Liability Insurance (Specified after each course in the <i>Directory of Classes</i>)	Variable
Registration Reinstatement Fee	\$150
Returned Check (in addition to charge for late payment of tuition)	\$25
Social Work Orientation Fee (All Social Work full-time graduate students, fall semester only)	\$8
Transcripts	\$10
Administrative Withdrawal Fee	\$100

Students who are converting undergraduate credit to graduate credit will pay the current graduate tuition rate at the time of conversion less the original amount paid. There is no deferred payment plan. There are no refunds.

Payment Policy

Tuition and fees are payable in full at the time of registration. Students preregistering for the fall and spring semesters will be billed in July and December, respectively. Students are responsible for all charges regardless of billing. Students are required to notify the Office of the Registrar of their appropriate billing address and to contact the Office of Student Financial Services if bills are not received. Payments must be made in accordance with University policies, whether or not bills are received.

—Students may elect a deferred payment plan for each semester whereby one-half of the balance plus a \$50 deferred payment plan fee is due at registration. The final payment is due on October 15 or March 15.

—Many students have indicated a preference to pay on a monthly basis. Adelphi offers the Academic Management Services (AMS) Budget Plan which provides for payment in monthly installments as an alternative. Information on this plan is mailed to all students before each semester and can also be obtained in the Office of Student Financial Services.

Financial Assistance

Adelphi University offers a wide variety of federal aid programs, state grants, and scholarship and fellowship programs.

Financial assistance is any grant, scholarship, loan, or employment opportunity that is offered to an enrolled or prospective student with the express purpose of helping the student meet educational expenses.

The amounts and types of financial assistance that a student receives are determined by the eligibility of the applicant for each program. The combination of these various awards is commonly referred to as the “financial aid package.”

Students are encouraged to file the appropriate application forms and to contact their graduate school/department for a listing of additional sources and assistantship information.

Responsibilities of Financial Assistance Recipient

Students receiving financial assistance have the following responsibilities:

1. To complete the Free Application for Federal Student Aid (FAFSA) each academic year by the deadline prescribed by the University.
2. To meet the requirements of good academic standing and maintain satisfactory academic progress toward their degree.
3. If you are transferring to Adelphi from another institution in the spring semester, you must have Financial Aid transcripts from all previously attended institutions forwarded to us, whether or not you received any financial assistance at those schools.
4. To report to the Office of Student Financial Services any changes in enrollment status, changes of name or address, receipt of any additional internal or external financial assistance.

The University reserves the right to make adjustments in financial assistance packages because of changes in the recipient's enrollment, or residency, income discrepancies, or financial

the University's 1.2 - 1p0.1f3.9(, incomeTw(adjustmeStudent Aief

In return for such services, the student is granted a remission of tuition. In addition, some

Federal Work Study Program (FWS)

This program provides employment for

Contact your graduate school/department to obtain applications and specific eligibility requirements.

Adelphi University Scholarship

Adelphi University offers scholarship opportunities to students pursuing graduate degrees in Business or Social Work. Contact the School of Business or the School of Social Work for more information.

Graduate Lending

This program provides low interest loans to students enrolled in a nursing program. The interest rate is 5% per year. Repayment begins nine months after a student leaves school or graduates and must be completed within a 10-year period. Annual amounts are determined by the Office of Student Financial Services, and depend on financial need.

Federal Stafford Loan

A Stafford loan is a low-interest loan available to students enrolled in a minimum of 6 credits per semester. These loans are made by a lender such as a bank, credit union, or savings and loan association and are guaranteed by the federal government. Depending on the need of the student as calculated by the Department of Education, these loans are either made on a subsidized basis, where the federal government pays the interest during the enrollment period, or an unsubsidized basis, where the student is responsible for such interest. The maximum loan amount for a graduate student is \$18,500. The current interest rate (as of July 1, 2001) is 5.39%. Repayment of the loan begins six months after the student ceases to be enrolled at least half time.

Regents Professional Opportunity Scholarship

New York State residents attending, or planning to attend, a New York State college as an undergraduate or graduate student pursuing a career in certain licensed professions may be eligible for an award from the Regents Professional Opportunity Scholarship Program.

Selection priority is given to: (1) Those who are economically disadvantaged and who are members of a minority group that is historically underrepresented in the chosen profession; (2) Those who are members of a minority group that has been historically underrepresented in the chosen profession; (3) Graduates of the following opportunity programs: SEEK, College Discovery, EOP, or HEOP.

Awards range from \$1,000–\$5,000 per year.

Award recipients must agree to work one year for each annual payment received. Employment must be in the studied profession and must be in New York State.

Contact NYS Education Department in the fall prior to the academic year for which you are applying, for the application deadline.

For further information contact:
 NYS Education Department
 Bureau of College, School, and
 Community Collaboration
 Cultural Education Center, Room 5C64
 Albany, NY 11230

Other Financial Assistance

Several lenders offer credit based “alternative loans” for students who need to borrow above the Federal Stafford loan limits. For these alternative loans, students may borrow up to their total cost of education, less all other financial aid that they are receiving for the loan period. The features, eligibility, and repayment requirements for these alternative loans vary depending on the program. To find out more about them, contact the Office of Student Financial Services at (516) 877-3080. Following is a list of available alternative loan programs:

Loan Programs

1) CitiAssist	Citibank
2) Signature Student Loan	Sallie Mae Affiliated Lenders
3) Grad Excel Loan	Nellie Mae
4) Teri Loan	Multiple Lenders
5) Key Alternative Loan	Key Bank, USA

Lenders

Financial Assistance Policies

All financial assistance awards are made based on the information available as of the date of the financial assistance award letter. If the student receives financial assistance from sources not specified in the award letter, whether from Adelphi or from outside sources, Adelphi reserves the right to adjust the award.

In addition, the Office of Student Financial Services should be notified of any change to the student’s financial situation after the completion of the FAFSA that the student believes could affect the student’s eligibility for assistance.

Adjustments to student’s financial assistance award may be made at the discretion of the Office of Student Financial Services. Some common reasons for adjustments are change in budgets (for example, if the student moves from University housing to private housing), documentation of incorrect income and asset information, change in student’s circumstances, awarding of outside or academic scholarships, or any other change in information that in the opinion of the Office of Student Financial Services justifies a change in the financial assistance awards.

Students receiving scholarships that exceed the cost of tuition may be subject to federal dbaxd on the amount you wish to borrow. Federal

Non-degree Students

Individuals registering for courses in the University without applying to the Admissions Office for degree status are considered non-degree students. The courses taken are considered to be for personal enrichment and the student is not eligible for any financial assistance.

Appeals

An appeals committee exists for students and parents who feel that individual circumstances warrant exceptions from published policies. Any written requests for appeals should be directed to the committee's coordinator. The address is:

Kay McGuire
Adelphi University
South Avenue
Garden City, NY 11530

RULES AND
REGULATIONS

U n i v e r s i t y R e g u l a t i o n s

The responsibility for knowing and meeting the applicable degree requirements, as well as the academic regulations of the University and its schools, rests with each student.

University regulations, protocols, and procedures govern all degree programs at the University. Beyond these fundamental regulations, protocols, and procedures, the University's six graduate schools abide by additional specific regulations, protocols, and procedures consonant with their missions, and curricula.

The *Graduate Bulletin* is the chief source of information on the academic regulations, protocols, and procedures of both the University and its graduate schools. University academic regulations, protocols, and procedures pertaining to graduate study are set forth below. The specific regulations of the six individual graduate schools appear in the sections of this *Bulletin* devoted to the programs of the individual schools. Students wishing to seek clarification of such information, or exceptions from academic regulations, are invited to consult their department chairs, then the dean of their schools, and finally the Office of the Provost, the University agency charged with oversight of the entire academy.

Federal and state regulations are not subject to petition.

S t u d e n t C o d e o f C o n d u c t a n d J u d i c i a l P o l i c y

As members of an educational community, students are expected to behave responsibly, appropriately, and civilly toward all persons with whom they interact. In addition, students are expected to abide by all University rules, regulations, and policies. The Code of Conduct for Students describes the University's standards and expectations for the behavior of its students. The Code requires that students comply promptly with the directives of Adelphi employees who

are acting in accordance with their authority as officials of the University. Failure to comply could result in suspension from the University. All students are expected to read and adhere to the letter and spirit of the Code of Conduct.

Non-academic violations of the Code of Conduct are adjudicated under the Adelphi University Student Judicial Policy. All matters of academic misconduct are adjudicated by the dean of the school or college in which the offense occurred. Inquiries in regard to adjudication of academic misconduct should be referred to the appropriate dean. The Code of Conduct and Student Judicial Policy are published in the annual edition of the *Guide to Student Life*. For questions or more information, contact the Office of the Dean of Student Affairs, University Center 106, (516) 877-3660.

A c a d e m i c I n t e g r i t y

Adelphi University demands the highest standards of academic integrity. Proper conduct during examinations, the proper attribution of sources in preparation of written work, and complete honesty in all academic endeavors is required. Submission of false data, falsification of grades or records, misconduct during examinations, and plagiarism are among the violations of academic integrity. Students who do not meet these standards are subject to dismissal from the University.

A c c e p t a n c e a s a D e g r e e C a n d i d a t e

Acceptance as degree candidates in all programs is recommended by the school and department in which a student wishes to specialize. Status as a degree candidate depends upon a student's qualifications and the policy of the degree program in which he or she wishes to enroll. Students who are provisionally accepted must apply for a change in status at the office of the dean of their chosen school.

A. e da ce

Only students who have been registered by the Office of the Registrar may attend courses at the University. Adelphi students make a commitment to be active participants in their educational program; class attendance is an integral part of this commitment. *Attendance requirements for each course will be announced by the faculty member at the beginning of each term.* Students are expected to be present promptly at the beginning of each class period, unless prevented by illness or by other compelling cause. Students are responsible for completing course work missed through absences. Students should wait a reasonable length of time for an instructor in the event that the instructor is delayed.

The Academic Calendar

The Academic Calendar consists of two semesters (fall and spring), approximately 15 weeks each, and two summer terms, five weeks each. Graduate students may register during the several registration periods. Adelphi University does not schedule classes on Labor Day; Rosh Hashanah; Yom Kippur; Thanksgiving; Christmas; New Year's Day; Martin Luther King, Jr., Day; Memorial Day; and Independence Day. The University recognizes that there are other holidays, both secular and religious, which may be observed by individuals or groups on campus. Students who wish to observe such holidays must so inform their instructors within the first two weeks of each semester so that alternative arrangements convenient to both students and instructors can be made.

Deadli e

Every semester graduate students have sufficient opportunities to reconsider, for a period of time, their selection of courses. The Academic

Eligibili

Only eligible students may register for courses of study at Adelphi. Eligible students are those who:

- have been admitted to the University by the Office of Admissions (see section titled "University Admissions Policy");
- have met all their financial obligations to the University;
- have enrolled the previous semester and have not been dismissed, suspended, expelled, or withdrawn from the University;
- have provided the University with proof of compliance with New York State immunization requirements (see section titled "Admission Credentials").

Only students who have been cleared by the Office of Student Financial Services and who are officially registered for a course as of the end of the second week of the semester shall be eligible to receive a grade for that course. No grades will be issued to students who violate this policy.

C. i s Ma ic la is

Students wishing to maintain their status as graduate students and continue to have access to faculty and the resources of Adelphi University must register for continuous matriculation. Registration is required, for example, of students who have completed all course requirements except the thesis and dissertation and who want supervision or advice from faculty, use of laboratory facilities, or the use of the University Libraries. Payment of the registration fee entitles students to all the privileges of registered students. This fee need not be paid by a student whose only contact with the University during an academic semester is to take a comprehensive or similar examination for a graduate degree.

Certified candidates for a doctoral degree, if not registered for courses or thesis or dissertation research carrying academic credit, may register by mail for continuous matriculation during each semester of the academic year until they have completed degree requirements.

Cha ge i . he Regi. a i s P s g am

After the registration periods end, students may make four kinds of changes to their registration: adding courses, dropping courses, changing the grading option, withdrawing from courses. Forms to initiate these changes (Action Request) are obtained from, and returned to, the Office of the Registrar. These options are described elsewhere in this *Bulletin*. Deadlines to effect these changes are clearly set forth in this *Bulletin*, in the *Directory of Classes*, and

The Transcript.

The transcript lists the complete academic record of students. Students may obtain a copy of their transcript from the Registrar by completing a request form. There is a charge per transcript. An *official transcript* is one that bears the seal of the University and the signature of the Registrar (\$10). *Unofficial transcripts* are given to or sent directly to students and carry the notation UNOFFICIAL COPY. *Transcripts will not be issued for students who have failed to meet their financial obligation to the University.*

Academic Advising

Upon beginning study for a master's or doctoral degree, students are assigned an academic advisor. The advisor approves the student's program of studies, counsels and advises on academic regulations, protocols, and procedures. *Students themselves are solely responsible for developing their programs of study and meeting all requirements for degrees.* Students must therefore familiarize themselves thoroughly with the University regulations, protocols, and procedures set forth here, and with the specific regulations, protocols, and procedures set forth under each school and degree program.

Academic Relevance

Candidates for the M.A., M.S., and M.B.A. degrees are expected to carry at least one course each semester, and to fulfill all degree requirements within five years (M.S. and M.B.A. in accounting, M.B.A. in management, and M.S. in banking and money management, six years; M.S.W., four years) from the date of admission to graduate study. Under extraordinary circumstances and with the recommendation of a student's department, the dean may grant an extension of the time limit.

Certification of Candidates for the M.A., M.S., M.B.A., M.S.W., Ph.D., D.A., & D.S.W. Degree

When students have completed all requirements for the degree except the thesis or dissertation research, thesis seminar courses, and the final examination or the thesis or dissertation, the chairs of the students' departments notify the offices of the deans. The deans then notify these students that they have been certified as candidates for the appropriate master's or doctoral degree.

Standard Minimum Credit

A full-time course load is ordinarily defined as 12 credits per semester. For purposes other than V.A. financial benefits, candidates for a degree who are carrying fewer than 12 credits but are engaged in thesis or dissertation research or field work, or are preparing for language, oral, preliminary, or comprehensive examinations, may be classified as full-time students at the discretion of the dean of the pertinent school. Under certain conditions, a research or teaching assistantship may be considered part of the minimum full-time load.

The maximum academic load per semester for part-time students engaged in full-time employment, or students enrolled in summer session courses, is 6 credits. Any exception to this policy must be approved in advance by the dean of the pertinent school. Exceptions may be made only when a student has given evidence of superior academic achievement.

Advanced Student's Transfer of Credits from the University

The transfer of graduate credits earned at another university is allowed only for appropriate courses completed with a high level of achievement (B or higher) within five years preceding the date of admission as a graduate student at Adelphi University. The Derner Institute for Advanced Psychological Studies allows no

Withdrawals from Courses

Withdrawals from courses are possible after the deadline to drop courses but no later than Friday of the 9th week of the semester, the third week of a summer term, or the second week of a one-month term. Students who wish to withdraw from a course must complete an Action Request including appropriate signatures of academic approval. Withdrawals from courses appear on the transcript as a W.

Nonattendance in a course does not constitute an official drop or withdrawal from a course. The student's failure to drop or withdraw properly from a course does not preclude the instructor from submitting a grade for the student on the basis of the work previously submitted.

An instructor may request the dean of the appropriate academic unit to withdraw a student from a course because the student's behavior disrupts the conduct of the course. Students have the right to appeal such withdrawals.

Academic Assistance for Students with Disabilities

Graduate students who have a documented disability may be eligible for reasonable accommodations, academic assistance, or academic adjustments. Students who need any form of academic assistance must contact the Office of Disability Support Services. Reasonable accommodations are determined individually by the Office according to documented need. Some of the more typical accommodations are: extended time testing, private room for testing, readers and/or scribes for exams, note-takers, books on tape, enlarged-print textbooks and class materials, sign language interpreters for students who are deaf or hard of hearing, and handicapped parking permits. In addition, assistive technology is available for students with disabilities (for example, the Kurzweil reading machine located in the library). The Office of Disability Support Services also arranges for such accommodations as: modified residence hall facilities, accessible

classroom seating, and classroom relocation to accessible sites.

To apply for accommodations, the student must complete the Petition for Reasonable Accommodations and Academic Adjustment form, the Consent for Release of Information form, and provide recent, valid disability documentation from a qualified professional. Guidelines for disability documentation are available at the Office of Disability Support Services.

Final Examinations

Final examinations are an important part of the institutional program and a gauge of course achievement. Finals for fall and spring semesters are held at the close of the semester. Examination times are scheduled by the Registrar and announced in the *Directory of Classes*. Instructors indicate their final examination requirements on syllabi or announcements distributed during the first week of class. If a course does not require a final examination, appropriate course-related activity will be substituted at the scheduled time during finals week. Classes may not meet at other times during finals week without written consent of the appropriate academic dean.

Final examinations for summer courses are normally held during the last regularly scheduled class meeting.

Students are advised that:

- No final examinations will be administered to an individual or group before the last official class meeting;
- No instructor may increase the time allowed for a final examination beyond the scheduled two hours;
- No instructor may change the time or date of the final examination;
- No student may be required to take more than two final examinations during one calendar day. Students with more than two examinations on one calendar day should

go to the office of the appropriate academic dean;

- Postponed examinations may be requested only by students who are seriously ill or who have more than two examinations in one day;
- Postponed examinations will be held only during the first week of the following term;
- Instructors must offer a make-up examination to all students who were excused from the final examination because of illness or because of conflict with other examinations;
- All students must be allowed to see their graded finals;
- Access to graded finals should be ensured for a period of one semester after the examination was completed;
- Completed and graded finals may not be left in public places for retrieval by students.

Grade

Grades represent the instructor's evaluation of student competencies and course performance. Grades assigned by Adelphi instructors conform with University standards, policies, and procedures. Each instructor will inform students of applicable grading standards for a course. Students may review the material submitted to the instructor for evaluation, such as that student's papers and examinations. At the end of each semester, grades are given in semester courses. Instructors submit grades to the University Registrar at the end of each term. Grades are mailed to students by the Registrar after the close of each term, provided they have no outstanding financial obligations with the University.

Grading System

Adelphi has a letter grading system. Passing grades for graduate students, in rank order, are A, B, C, and P (Pass). Failing grades are designated with F*. Other designations include:

What Grade Signifies

Grade	Quality Range (percentage)	Grade Point
A+	Superior mastery of facts and principles; clear evidence that stated course objectives and requirements were met by the student.	4.0
A		4.0
A-		3.7
B+	Above average mastery of facts and principles; evidence that stated course objectives and requirements were met by the student.	3.3
B		3.0
B-		2.7
C+	Average mastery of facts and principles; some evidence that stated course objectives and requirements were met by the student.	2.3
C		2.0
C-		1.7
F	No mastery of facts and principles; little evidence that stated course objectives and requirements were met by the student.	0.0

* The School of Business does use a D designation.

Computing the Grade-Point Average (G.P.A.)

Earned Hours are credit hours awarded to the student for successful completion of academic course work or its equivalent. *Attempted Hours* are the number of credit hours actually registered for by a student, except for audited courses and those from which one has been officially dropped. *Quality Points* are computed by multiplying the grade points per hour by the credit hours of the course. For example, a B in a 3 credit undergraduate course would generate 9.90 quality points. *Quality Hours* are all graded credits taken at Adelphi University.

No points are given for the P grade, and the P is not computed in either the semester or the cumulative G.P.A. A failing grade is recorded and computed as an F. For each semester's work, a semester's G.P.A. is computed as follows:

The total number of quality points earned is divided by the total number of quality hours. For example,

$$\begin{array}{r} 45 \text{ Quality Points} \\ \div \\ 15 \text{ Quality Hours} \end{array} = 3.000 \text{ G.P.A.}$$

A student who has received advanced placement credit and/or transfer credit will have the cumulative G.P.A. computed on the basis of total quality hours at Adelphi.

Grade Change

Students who believe their grades are incorrect or unfair should:

- Discuss their course work with the instructor;
- Review with the course instructor the grading policies for the course;
- If still dissatisfied, disputes concerning grades shall be addressed and initially resolved by the chair of the department offering the course;
- If still dissatisfied, students should bring their concerns to the dean of the school responsible for the course;
- Resolutions by the chair or the dean shall be subject to review by the Provost. In the absence of any prior resolution, the Provost may act to resolve grade disputes.

A grade may be changed only if there is unequivocal evidence that it was the direct result of arbitrary and capricious conduct on the part of the instructor, or because of mathematical or mechanical errors in scoring examinations.

Quality Points

AU (Audit) Students who are auditors register for the course, pay the regular tuition, but do not receive a grade.

I (Incomplete) The student has not completed the course requirements by the end of the semester and has obtained permission from the instructor to take additional time to complete the course work. *Conditions:* The designation of Incomplete (I) rather than a regular letter grade may be used by instructors only if a student has been excused from the completion of course requirements because of illness or other exceptional, compelling circumstances. *Students may have no more than one calendar year after the end of the semester in which the grade was given to resolve Incompletes.* Unresolved Incompletes convert to F's after this time. This then becomes the final grade.

IP The IP grade shall only be used for completion of continuing graduate research and theses.

W (Withdrawal) is issued by the Office of the Registrar when the student has officially withdrawn from a course with the instructor's written consent. This procedure is accomplished only on official University Action Request forms. W is not computed in the G.P.A. (See the section in this *Bulletin* titled "Withdrawing from Courses.")

Leave of Absence

Graduate degree candidates who find it necessary to interrupt their education for a period exceeding one year's time must request in writing a leave of absence from their chair and dean. Without such notice, students will be dropped

from the official roster of degree candidates. Reinstatement to active degree candidacy after a year's absence requires the payment of a special fee. The Derner Institute of Advanced Psychological Studies rarely grants a second year.

Withdrawal from the University

In cases of withdrawal for other than medical reasons, students should notify the Office of Academic Services and Retention and the dean of the pertinent school in writing without delay. Medical withdrawal from the University should be sought in writing from the Office of Academic Services and Retention. The date of receipt of the written request determines the refunds or financial obligations.

The University reserves the right to request and enforce the withdrawal at any time of a student whose quality of academic performance or conduct is unsatisfactory.

Withdrawal from Medical Residency

Students requesting a medical withdrawal must submit the appropriate medical documentation and a letter requesting a medical withdrawal to the Office of Academic Services and Retention. This must be done during the semester for which the leave is requested. Students approved for medical withdrawal will have a credit posted to their account to be applied toward future semesters. All medical withdrawal fees and charges will be refunded. Students requesting a medical withdrawal must submit the appropriate medical documentation and a letter requesting a medical withdrawal to the Office of Academic Services and Retention.

Readmission

Readmission to the University is sought in writing from the dean of the appropriate school or college and is subject to the particular readmission policies of that graduate program.

Conferring Degrees

Degrees are conferred in May, August, or January. The formal conferring of degrees takes place annually at Commencement in May. Students who are awarded degrees in August or January may attend Commencement the following May.

All students *must* apply for graduation. For January graduates, applications must be filed with the Registrar on or before the last Friday in September; for May graduates, on or before the second Friday in October; for August graduates, on or before the first Friday in June.

Students who have completed degree requirements but who have not applied for graduation will not receive a diploma nor will the degree be conferred. Students who have applied for graduation but who have been assigned Incomplete grades for course work taken in the final semester may attend the commencement exercises but will not be awarded degrees nor receive diplomas at the commencement ceremonies. Students in this category may be awarded their degrees and receive their diplomas if the Registrar's Office receives written notification of the removal of the Incomplete grade or grades prior to:

- June 30 for May graduates;
- September 30 for August graduates;
- February 28/29 for January graduates.

Changes in grade, other than Incompletes, received after the official date for the awarding of degrees will be entered on the student's record with the date of receipt and will be computed in the student's grade-point average.

Diploma

Students who graduate are mailed diplomas certifying that all degree requirements have been met. Adelphi University will not issue diplomas to students who have outstanding financial obligations with the University.

FACULTY

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RECENT HONORARY
DEGREE RECIPIENTS

BOARD OF TRUSTEES

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JUDITH H. COHEN, *Professor of Education*, B.S., Queens College; M.S., Syracuse University; Ph.D. (1975), Hofstra University; J.D. (1988), Hofstra University

ANTHONY E. COK, *Professor of Earth Science*, B.S., City College of New York; Ph.D. (1970), Dalhousie University

GRACE M. CONWAY, *Associate Professor of Accounting and Law*, B.A., Queens College; M.A. (1977), New School for Social Research

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How to Reach the Adelphi Campus

From John F. Kennedy Airport. Take the JFK Expressway to the Belt Parkway East. Take the Belt Parkway to the Southern State Parkway. Then follow the Southern State Parkway directions below.

From Long Beach Airport. Take the Grand Central Parkway East; this becomes Northern State Parkway. From here follow the directions below for Northern State Parkway East.

Travel time from NYC is approximately 45 minutes. Take the Hempstead line from Penn Station in Manhattan or the Flatbush Avenue Station in Brooklyn or the Jamaica Station in Queens to the Nassau Boulevard Station in Garden City. The campus is a short walk east on South Avenue.

Via the Long Island Expressway (Route 495).
Taunton. Take the L.I.E. to exit 34 south (New Hyde Park Road). At the first traffic light, turn right onto New Hyde Park Road. Continue south on New Hyde Park Road for 3.2 miles. Turn left onto Stewart Avenue. At the fourth light, turn right onto Nassau Boulevard. Turn left onto South Avenue (immediately after crossing the railroad tracks). The Adelphi campus is on the right.

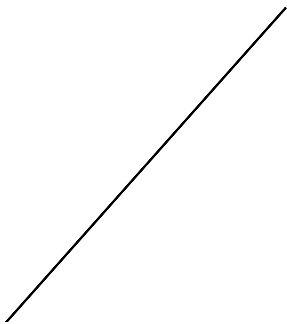
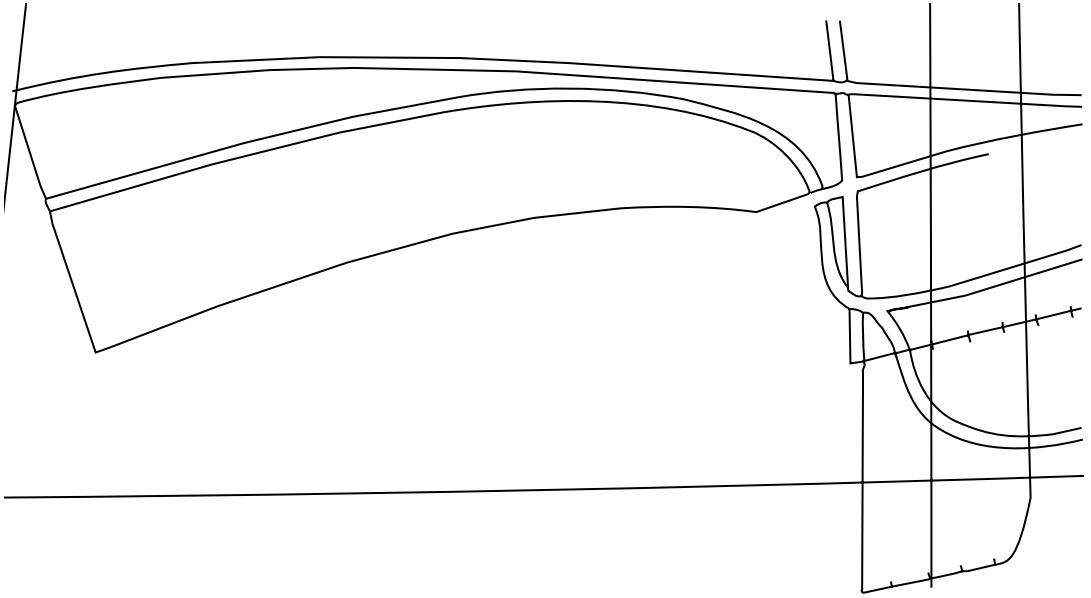
Taunton. Take the L.I.E. to exit 39 south (Glen Cove Road). Travel south for four miles (the road will change from Guinea Woods Road to Glen Cove Road to Clinton Road). Turn right onto Stewart Avenue go one mile and turn left onto Hilton Avenue. Turn right onto Sixth

Street (immediately after crossing the railroad tracks). Continue onto South Avenue. The Adelphi campus is on the left.

Via the Northern State Parkway.
Taunton. Take the Northern Parkway to exit 26 south (New Hyde Park Road). Turn right onto New Hyde Park Road. Continue south on New Hyde Park Road for three miles. Turn left onto Stewart Avenue. At the fourth light, turn right onto Nassau Boulevard. Turn left onto South Avenue (immediately after crossing the railroad tracks). The Adelphi campus is on the right.

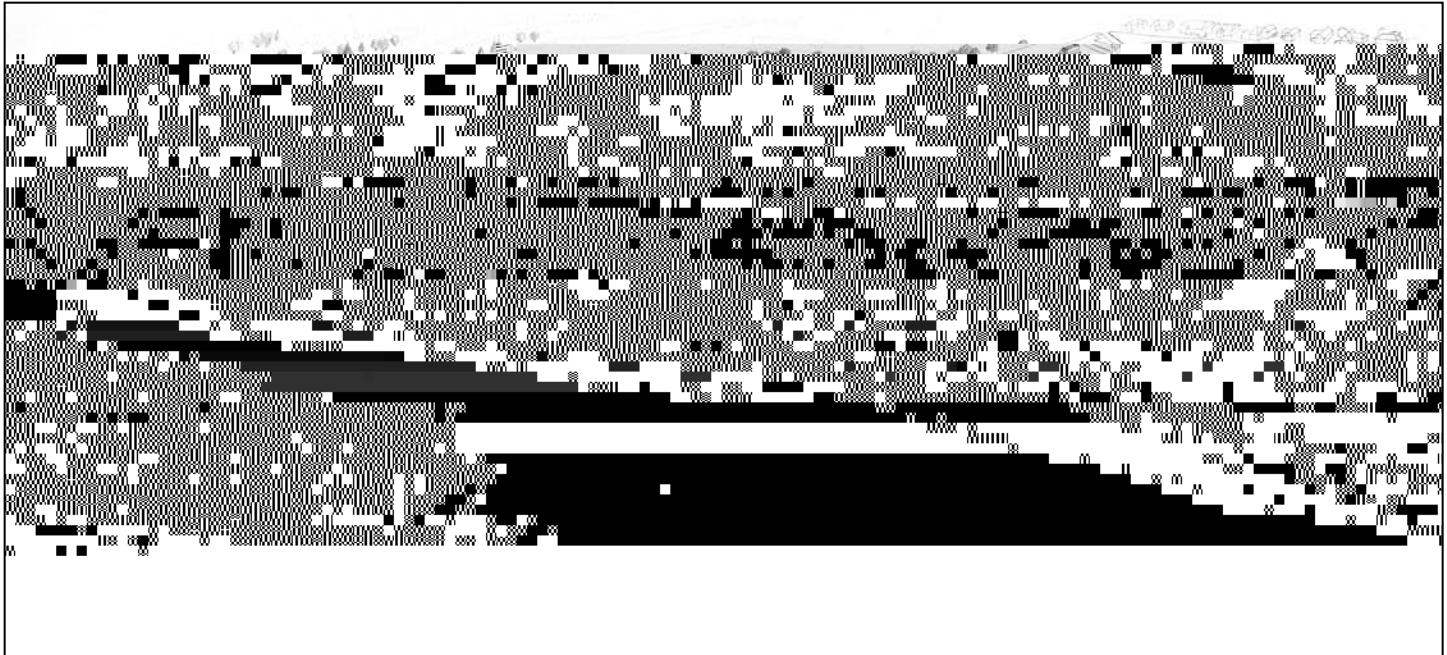
Taunton. Take the Northern Parkway to exit 31 south (Glen Cove Road). Continue south on Glen Cove Road (which turns into Clinton Road) for 2.3 miles. Turn right onto Stewart Avenue. Go one mile and turn left onto Hilton Avenue. Turn right onto Sixth Street (immediately after crossing the railroad tracks). Continue onto South Avenue. The Adelphi campus is on the left.

Via the Southern Parkway.
Taunton. Take the Southern Parkway to exit 17 north (Hempstead Avenue). Continue on Hempstead Avenue traveling north. Make a left at the second traffic light (Nassau Boulevard). Continue north for 2.5 miles to the ninth traffic light. Make a right turn onto South Avenue (immediately before crossing the railroad tracks). The Adelphi campus is on the right.



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Adelphi University's Manhattan Center is located in SoHo at 75 Varick Street, 2nd Floor, New York, NY 10013 at the corner of Varick and Canal streets.

Take the No. 1 or 9 (Seventh Avenue local) train to the Canal Street stop. The stop is right at the corner of Canal and Varick streets. Using the Eighth Avenue subway, take the A/C/E train to

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