

GRADUATE
BULLETIN
2002-2004

ADELPHI UNIVERSITY GRADUATE BULLETIN, VOLUME 12, SEPTEMBER 2002

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 *Bulletin* with HEGIS codes have been registered and approved. Consult an academic counselor in the Office of Academic Attainment for current status.

The information in this *Graduate Bulletin* was prepared as of July 30, 2002. Provisions of this publication are not to be regarded as an irrevocable contract between the student and Adelphi University. The University reserves the right to make changes in its course offerings, degree requirements, regulations and procedures, and fees and expenses as educational and financial considerations require.

EQUAL OPPORTUNITY

Adelphi University is committed to extending equal opportunity in employment and educational programs and activities and does not discriminate on the basis of race, color, religion, gender, sexual preference, age, national origin, disability, or status as a Vietnam-era veteran. The discrimination coordinator pursuant to Section 504 of the Rehabilitation Act of 1973 is the Assistant Vice President, Human Resources and Labor Relations, Room 203, Levmore Hall; 516-877-3224. In addition, the discrimination coordinator is the coordinator for Title IX and age discrimination enforcement.

About This Book

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. Derner 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.

Useful Phone Numbers

Area code: 516

ADELPHI UNIVERSITY

Admissions	877-3050
.....	1-800-ADELPHI (out-of-area)
Center for Career Development	877-3130
Student Life	877-3660
Student Financial Services	877-3080
Swirbul Library	877-3570
University Operator	877-3000
(For additional numbers)	

SCHOOLS AND COLLEGES OF THE UNIVERSITY (GRADUATE)

College of Arts and Sciences	877-4120
Gordon F. Derner Institute of Advanced Psychological Studies	877-4800
School of Business	877-4670
School of Education	877-4100
School of Nursing	877-4540
School of Social Work	877-4360

OFF-CAMPUS CENTERS

Hauppauge Center	(631) 300-4350
Manhattan Center	(212) 965-8340
Hudson Valley Site	(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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Fall 2002

Monday, September 2
Labor Day (no classes)

Wednesday, September 4
Classes Begin

Friday, September 6
Holiday Observance (no class to begin after 3 pm)

Saturday, September 7 – Sunday, September 8
Holiday Observance (no classes)

Monday, September 9
Classes Resume

Friday, September 13
Last Day to Add a Course
Late Registration Ends

Sunday, September 15
Holiday Observance (no classes to begin after
3 pm)

Monday, September 16
Holiday Observance (no classes)

Tuesday, September 17
Classes Resume

Friday, September 27
Last Day to Drop a Course
Last Day to Change Grading Option
Application Deadline for January 2003
Graduation

Friday, October 18
Last Day to Submit Graduation Application
for May 2003 (to have name appear in book)

Saturday, October 19
1/2 day Make-up for Friday 9/6

Monday, October 28 – Friday, November 1
Midpoint of Semester

Friday, November 1
Last Day to Withdraw from a Course

Wednesday, November 27
Make-up Day for Monday 9/16 (no Wednesday)

Monday, April 21
Classes Resume

Saturday, May 10 – Friday, May 16
Final Exam Week

Friday, May 16
Last Day of Classes

Sunday, May 18
Commencement

Summer 2003

First Session

Tuesday, April 1 – Friday, May 23
Registration

Monday, May 26
Memorial Day (no classes)

Tuesday, May 27
Classes Begin

Friday, May 30
Last Day to Add a Course
Late Registration Ends

Friday, June 6
Last Day to Drop a Course
Last Day to Change Grading Option

Friday, June 13
Last Day to File for August Graduation
Last Day to Withdraw from a Course

Monday, June 23 – Sunday, June 29
Final Exam Week

Sunday, June 29
Summer I Classes End

Summer 2003

Second Session

Academic Calendar 2003–2004*

Fall 2003

Monday, September 1
Labor Day (no classes)

Wednesday, September 3
Classes Begin

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

Friday, September 26
Holiday Observance (no classes to begin after
3 pm)

Saturday, September 27 – Sunday, September 28
Holiday Observance (no classes)

Monday, September 29
Classes Resume
Last Day to Drop a Course
Last Day to Change Grading Option
Final Date for Submission of Graduation
Application for January 2004

Monday, October 6
Holiday Observance (no classes)

Tuesday, October 7
Classes Resume

Friday, October 17
Last Day to Submit Graduation Applications for
May 2004 (to have name appear in book)

Monday, October 20 – Friday, October 24
Midpoint of the Semester

Saturday, October 25
Friday 1/2 Day Make-up Class for 9/26

Friday, October 31
Last Day to Withdraw from a Course

Thursday, November 27 – Sunday, November 30
Thanksgiving Recess

*As of 7/15/02

Monday, December 1
Classes Resume

Wednesday, December 10
Monday Make-up Class for 10/6

Monday, December 15 – Sunday, December 21
Final Exam Week

Sunday, December 21
Last Day of Classes

Spring 2004

Monday, January 26
Classes Begin

Friday, February 6
Last Day to Add a Course
Late Registration Ends
Final Date for Submission of Graduation
Applications for May 2004

Friday, February 20
Last Day to Drop a Course
Last Day to Change Grading Option

Friday, March 26
Last Day to Withdraw from a Course

Monday, April 5 – Sunday, April 11
Spring Break

Monday, April 12
Classes Resume

Monday, May 10 – Friday, May 14
Final Exam Week

Friday, May 14
Last Day of Classes

Sunday, May 16
Commencement

Summer 2004

First Session

Monday, May 24

Summer I Classes Begin

Friday, May 28

Last Day to Add a Course

Late Registration Ends

Monday, May 31

Memorial Day Observed

Tuesday, June 1

Classes Resume

I

**A N ADELPHI
E D U C A T I O N**

Adelphi University: Liberal Arts and Professional Education

Adelphi University provides graduate students with excellent practical preparation for professional and scholarly careers in business, the arts and sciences, education, nursing and health management, clinical psychology, and social work. Every profession, every human endeavor, is enhanced by the participation and leadership of people who know how to think critically and act thoughtfully. Adelphi graduate students prepare not only for advanced careers but also for full lives as citizens and working professionals.

With an ethnically diverse student body, recruited from 40 states and more than 55 foreign nations, Adelphi provides a cosmopolitan atmosphere conducive to intellectual questioning, surprise, and growth. That growth is also stimulated by the accessibility of nearby New York City, with its cultural richness and social complexity.

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 buildings on 75 acres, including the Leon A. Swirbul Library, now a fully computerized collection of more than 1.7 million volumes and microformat and audiovisual items.

Today, Adelphi University's colleges and schools include the College of Arts and Sciences, the Gordon F. Derner Institute of Advanced Psychological Studies, the Honors College, the School of Business, the School of Education, the School of Nursing, the School of Social Work, and University College. Uniting these diverse liberal arts and professional programs is their shared tradition of academic innovation and rigor and their common philosophy of education and lifetime learning. Their more than 500 full- and part-time faculty serve over 6,800 undergraduate and graduate degree candidates.

While focusing its rich resources on the needs of its students, Adelphi also seeks to serve its locality, state, and nation through the research and practice of its faculty; the strengthening of ties between the professional schools and community; the staging of distinguished cultural events at its campuses; and most essentially, the education of a generation of future leaders and informed citizens, professionals, and community members.eJ05(n)25(die)-25oL d

School of Business

The School of Business prepares leaders to meet the challenges of today's rapidly changing, 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 br

Graduate course work is offered in social work and education (including elementary education, 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 a full range of student services.

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 Hauppauge Center

Adelphi's new Hauppauge Center in Suffolk County, Long Island, replaces the old Huntington Center site that was terminated effective June 2002. The 7,200 square foot Hauppauge facility is located at 55 Kennedy Drive, Hauppauge, New York.

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

as former Soviet President Mikhail Gorbachev and former Israeli Prime Minister Shimon Peres; authors Alice Hoffman, Jonathan Kozol, Mark Mathabane, Jane Smiley, 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 ,rnt45asponso3r

Student Life at Adelphi

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 Cultural Life Committee and the Student Activities Board bring many world renowned and fascinating speakers to our campus; recent speakers include world leaders such

These general-access computer labs are equipped with Pentium PCs, PowerPC Macintoshes, Unix workstations, printers, and scanners. The Hay, Gallagher, Business 110, and Science 227 computer labs are also equipped for instruction. Student assistants and/or personnel supervise labs. Normal operating hours of these labs are: Monday through Thursday from 8:00 a.m. to 12 Midnight; Friday 8:00 a.m. to 8:00 p.m.; Saturday 10:00 a.m. to 8:00 p.m.; and Sunday from 12 Noon to 12 Midnight. In total, there are 519 Pentium PC, PowerPC Macintosh, and Unix workstations located in general and special-purpose labs throughout the campus including physics, biology, education, nursing, mathematics, chemistry, and psychology labs; and a state-of-the-art graphics design lab. In addition, 10 laptops are available to students and faculty for use only within the Swirbul Library. Laptops can be reserved from the Customer Support and Training Desk on the second floor of the library. Data jacks have been provided along the perimeter of the entire Information Commons area.

Internet connectivity is available to any student who resides in residence halls located on the Garden City campus. The Office of Information Technology and Resources provides staff to assist residential students configuring

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,

the variety of resources available at Adelphi
University

Center. The Health Services Center is located in Waldo Hall, (516) 877-6000.

Multicultural Affairs

The Office of Multicultural Affairs, in cooperation with other offices and programs, strives to create an environment that encourages students from diverse racial and ethnic backgrounds to participate actively in campus life by assisting the University in developing special recruitment, retention, and educational strate-

Physical Education (HEGIS 0835.00)
 Psychology (HEGIS 2001.00)
 Teaching English to Speakers of Other
 Languages (HEGIS 1508.00)

Master of Science (M.S.)

Adult Health Nurse Practitioner
 (HEGIS 1203.10)
 Biology (HEGIS 0401.00)
 Childhood Special Education
 (HEGIS 0808.00)
 Childhood Special Education in Inclusive
 Settings (HEGIS 0808.00)
 Childhood Special Education Studies
 (HEGIS 0808.00)
 Communication Disorders
 (HEGIS 1220.00)
 Deaf Studies (HEGIS 0812.00)
 Environmental Study (HEGIS 0420.00)
 Finance and Banking (HEGIS 0504.00)
 Literacy Education (HEGIS 0830.00)
 Nursing Administrator (HEGIS 1203.10)

**Master of Science/Master of
 Business Administration
 (M.S./M.B.A.)**

Nursing Administration (HEGIS 1203.10
 and 0506.00)

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

Graduation Opportunity for Accelerated
 Learning (HEGIS 0506.00)
 Management (HEGIS 0506.00)

Master of Social Work (M.S.W.)
 (HEGIS: 2104.00)

Certificates in Social Work

Post-Master's Certificate Program in Clinical
 Practice
 Post-Master's Addiction Specialist Certificate
 Program
 Post-Master's Bilingual School Social Work
 Certificate

*The University also awards the following post-
 master's advanced certificates, registered with the
 State of New York, to students who have fulfilled
 the respective advanced certificate requirements:*

Advanced Certificates

Adult Nurse Practitioner (HEGIS: 1203.12)
 Bilingual Education for Certified Teachers
 (HEGIS: 0899.00)
 Community Health Education
 (HEGIS: 0837.00)
 Educational Leadership and Technology
 (HEGIS: 0827.00)
 Human Resource Management
 (HEGIS: 0515.00)
 Management (HEGIS: 0506.00)
 Nursing Administration
 (HEGIS: 1203.12)
 Teaching English to Speakers of Other
 Languages (HEGIS 1508.00)

**Postdoctoral Certificates Awarded
 by the Gordon F. Derner Institute
 of Advanced Psychological Studies**

Childhood and Adolescent Psychotherapy
 Group Psychotherapy
 Marriage and Couple Therapy
 Psychoanalysis/Therapy
 Psychodynamic School Therapy
 Respecialization in Clinical Psychology

II

COLLEGE OF
ARTS AND **S**CIENCES

Arts and Sciences

Science Building 127

Gayle Dranch Insler, *Dean*
Email: 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, 2002–2004

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

* See also *School of Education*.

Art and Art History

Blodgett Hall 302

Harry Davies, *Chair*
Email: davies@adelphi.edu

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

<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. mT2-25(e)-55()-125(t)-25(t)-2ng ear2125(m)-55(en)-25anca 125(o)-25(nt)-2rt

Advanced Studios

- ART 769, 770 Printmaking
(Prerequisites: ART 709, 710)
- ART 771, 772 Painting
(Prerequisites: ART 713, 714)
- ART 773, 774 Sculpture
(Prerequisites: ART 711, 712)
- ART 775, 776 Ceramics
(Prerequisites: ART 723, 724)

Required Course

- ART 793 Major Creative Project
(one-person show)

Summer Workshop Program

The Department of Art and Art History offers an extensive program of intensive summer art workshops for both graduate and undergraduate students. This program is open to visiting students as well as to those pursuing a degree from the art department. Summer workshops may be used to satisfy require(P r561_5 10 Tw 187.81

Biology

Science Building 103

James Dooley, *Chair*
Email: dooley@adelphi.edu

George K. Russell, *Director of Graduate Studies*
Email: russell@adelphi.edu

<i>Professors</i>	<i>Associate Professor</i>
A. Coolidge Churchill	Lawrence Hobbie
Deborah F. Cooperstein	R. David Jones
Carol Diakow	Benjamin Weeks
James K. Dooley	
Gayle D. Insler	<i>Assistant Professor</i>
George K. Russell	H. Seshadri Arathi
	Peter Altman Cohen

Master of Science in Biology

Preparation for the Health Professions, Teaching, and Scientific Research

Adelphi's graduate biology program prepares students for doctoral study and entrance into professional schools of medicine, dentistry, and

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. Research Thesis Option (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 Dir

English

Harvey Hall 201

Jennifer Fleischner, *Chair*
Email: Fleischner@adelphi.edu

Professors

Jennifer Fleischner
Stephen Klass
Beverly Lawn
Igor Webb
Susan Weisser

Assistant Professors

Kris Fresonke
Adam McKeown

Associate Professors

Judith Baumel

The Department of English offers courses in English and American literature.

The English department also contributes course work to 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.

Environmental Studies

Science Building 103

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

Anagnostis Agelarakis, *Director*

Email: agelarak@adelphi.edu

Professors

Anagnostis Agelarakis, Anthropology

Henry F. Ahner, Physics

Mathematics and Computer Science

Alumnae Hall 111

William Quirin, *Chair*
Email: quirin@adelphi.edu

Professors
David Lubell
Walter Meyer

Associate Professors
Stephen Bloch
Robert Emmett Bradley

Physics

Blodgett Hall, Lower Level

Henry F. Ahner, *Chair*
Email: hahner@adelphi.edu

Professors

Henry F. Ahner
John P. Dooher
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 Independent Study *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 608 Watercolor Painting Workshop *3 credits*
Prerequisites: Students are required to have Drawing I or Painting I, or equivalent skills.
This workshop is designed for students who will work with a variety of techniques in watercolor. The course will develop these techniques in an intensive, practical working environment. The student will work closely with the instructor in producing finished paintings.

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 exemplars 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 673 Papermaking Workshop *3 credits*
The Papermaking Workshop introduces students to techniques in creating handmade paper. Various methods of papermaking will be explored, including basic sheet formation, embossing, laminating, pulp painting, and casting. Students will also be introduced to the history of papermaking. Individual expression will be encouraged.

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 Ceramics 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

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 Ceramics Studio 3 credits each

Prerequisite: ART 723 or 724.

Individually selected problems in studio techniques and advanced work in processes and materials.

ART 791 Independent Study 3 credits**ART 793 Major Creative Project** 3 credits

Prerequisites: completion of 24 graduate credits in art and open only to students who have been accepted as candidates for the Master of Art.

Designed for students to pursue projects in-depth according to the individual's needs in the areas of painting, graphics, sculpture, ceramics, and art history under the supervision of an assigned professor with department approval. Preparation for one-person show.

BIOLOGY

500-level courses are open to both graduate and undergraduate students.

BIO 504 Physiological Chemistry 4 credits

Prerequisites: BIO 111, 112, 360, CHE 251, and 252; or equivalent.

An introduction to biochemistry emphasizing biochemical control and the relationship to the physiological functions. Two lectures and one laboratory each week.

BIO 506 Introduction to Molecular Biology 4 credits

Prerequisites: BIO 111, 112, 222, CHE 251, and 252 or equivalents.

**ENVIRONMENTAL STUDIES/EARTH
SCIENCE**

ENV 500 Environmental Studies

Introductory Seminar

3 credits

This seminar introduces case studies of current environmental problems and environmental issues. Scientific concepts and methods and technical solutions to problems in specific areas are discussed, as are the limitations of current conceptual and analytical knowledge. Additionally, the cultural, political, institutional, and economic aspects of current and emerging concerns are introduced as they affect the environmental decision-making process. Readings of the current lit-

38 COLLEGE OF ARTS AND SCIENCES COURSES

ENV/EAS 761 Marine Geology *3 credits*

A systematic survey of the marine environment and its relation to continental shelf and deep ocean geological process-

MTH 790, 791 Guided Reading in Mathematics 1–6 credits
Prerequisite: permission of department.
 Selected reading in mathematics under supervision of a member of the graduate mathematics faculty.

Mathematics Teacher Program

MTP 604 Discrete Mathematics for Computer Science 3 credits
 This course presents the basic mathematics underlying computer science: Symbolic logic and circuit elements; sets, relations and functions and their applications (for example in relational data bases); graphs, trees and their uses; arithmetic in binary and other number systems; enumeration of combinations and permutations via recursion equations; finite state machines and other automata.

MTP 620 Foundations of Set Theory and Arithmetic 3 credits
 Set operations, power set, ordered pairs, relations, functions, cardinal arithmetic, the Bernstein equivalence theorem. Applications to the integer, rational, real and complex number systems.

MTP 621 Introduction to Mathematic Logic 3 credits
 Logical paradoxes and controversies. Truth functions and quantifiers. Naive set theory. Axiomatization of first-order logic. Deductive theories.

MTP 623 Theory of Numbers 3 credits
Prerequisite: MTP 625.
 Representation of integers in a given base, properties of primes, arithmetic functions, modular arithmetic, diophantine equations, quadratic residues, quadratic reciprocity law, discussions of famous unsolved problems in number theory.

MTP 625, 626 Introduction to Modern Algebra I, II 3 credits each
 Groups, rings, integral domains, and fields. Also studied are notions of isomorphisms and homomorphisms between algebraic structures.

MTP 628 Introduction to Linear Algebra 3 credits
 A study of vectors, matrices, and determinants with applications to three-dimensional geometry and its transformations.

MTP 635 Topics in Geometry 3 credits
 Topics to be selected by the instructor.

MTP 640, 641 Foundations of Analysis 3 credits each
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 Computational Mathematics 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 Introductory Probability and Statistical Inference 3 credits
 Finite sample spaces. Equally likely events. Permutations and combinations. Frequency distributions. Means and other moments. Binomial distribution. Statistical inference.

MTP 656 History of Mathematics 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.

Computer Science

CSC 602, 603 Introduction to Computer Programming 3 credits
 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 Discrete Mathematics for Computer Science 3 credits
 Mathematical structures used in computer science. Sets, boolean algebra, directed and undirected graphs, networks, partially ordered sets, semigroups, and finite-state machines.

CSC 610 Computer Programming in 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 Assembly Language for Microprocessors 3 credits
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.

40 COLLEGE OF ARTS AND SCIENCES COURSES

**CSC 616 Principles of Programming
Languages**

3 credits

Prerequisite: CSC 602 or 612.

PHY 730 Introduction to Nuclear Physics 3 credits

Prerequisites: PHY 622, 623, and 628 or equivalent.

Properties of nucleus, nuclear moments. Alpha decay. Two nucleon problem. Nuclear models. Beta decay, neutrinos, strange particles. Stopping of charged particles and radiation by matter.

PHY 756 Special Relativity 3 credits

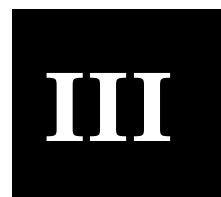
Prerequisites: PHY 684 and 691 or equivalent.

Lorentz transformation. Covariant formulation of mechanics and electromagnetism. Principle of equivalence, gravitational field equations.

PHY 770 Quantum Mechanics I 3 credits

Prerequisites: PHY 628, 630 or equivalent.

Wave mechanics—physical interpretation, operator, formulation. Exact solutions of the Schrodinger equation for bound and continuum states. Matrix mechanics. Stationary and time-dependent perturbations, WKB approximation. Scattering theory



GORDON

directed teaching facilities are the Adelphi University Psychological Services Center and the Postdoctoral Psychotherapy Center. Special on-campus facilities include perception, learning, developmental, cognition, social, and applied research laboratories. There is close interaction with several health-related professional schools: Adelphi School of Nursing, Adelphi School of Social Work, Adelphi School of Business, and Adelphi School of Education.

The clinical psychology program has been APA-accredited since 1957 and meets the New York State Department of Education requirements for School Psychology Certification. The doctoral programs qualify graduates for the New York State Psychology licensing examination. Graduates of the postdoctoral program in psy-

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

Fourth Year*Fall*

PSI 838	Multicultural Issues I: Sex and Gender
PSI 812	Psychotherapy Practicum III
PSI 803	Concentration Case Conference Seminar I
PSI 818	Research Group VI
PSI 824	Physiological Psychology
PSI 851	Colloquium I
One Elective	

Spring

PSI 813	Psychotherapy Practicum IV
PSI 804	Concentration Case Conference Seminar II
PSI 819	Research Work Group VII
PSI 838	Multicultural Issues II: Race, Class, and Ethnicity
PSI 852	Colloquium II
PSI 825	Clinical Neuropsychology
One Elective	

Fifth Year*Fall*

Internship I

Spring

Internship II

Respecialization 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 834	Multicultural Issues I: Sex and Gender
PSI 830	Disorders of the Self

Spring

PSI 801	Psychotherapy Case Conference IV
PSI 813	Clinical Practice IV: Psychotherapy Practicum
PSI 820	Child Psychotherapy
PSI 830	Object Relations Theory
PSI 850	Ethics and Professional Issues

Admission

Apply to the Derner Institute admissions officer. DEADLINE: Fall Admission, January 15. Fee waived if approved by Financial Aid Committee (the request must include a statement from the financial officer of the applicant's college). Applications for the master's program are reviewed on a rolling admissions basis for the fall, spring, and summer terms.

Academic Requirements

Also see the section in this *Bulletin* titled "Rules and Regulations."

For the master's program, an undergraduate degree from an accredited college or university is required. The Graduate Record Examination is not required.

For doctoral programs: Undergraduate courses in general psychology, experimental psychology, statistics, developmental psychology, and

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 Requirements

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 Diploma in 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.

Postdoctoral Diploma in Psychotherapy and Psychoanalysis

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.

Postdoctoral Diploma in Child and Adolescent Psychotherapy

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.

Postdoctoral Diploma in Group Psychotherapy

Doctorate and state license in an area of mental health; two years part-time including personal group therapy, supervisory evaluations required. Three years average time to completion of program.

Graduate 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.

The financial aid that students receive as graduate assistants is provided in the form of tuition remission, and each student is assigned to a faculty member who supervises the student's work. The student is required to work one hour per week during the academic year for every \$1,000 in financial aid, and the most common graduate assistantship is for \$5,000, which requires five hours of work per week.

The Institute's practice is to award financial aid on the basis of merit, financial need, and possession of relevant skills. Given that, it should be emphasized that the Derner Institute has a commitment to recruit and train minority students. As part of that recruitment, incoming minority students are particularly likely to be awarded graduate assistantships.

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 Office of Student Financial Services at Adelphi.

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 Psychology*

COURSES OF INSTRUCTION

**GORDON F. DERNER
INSTITUTE OF ADVANCED
PSYCHOLOGICAL STUDIES**

Master's Courses

PSI 602 Theories of Personality *3 credits*
General orientation to theories of personality, including histor

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 Thesis Seminar

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 Independent Study

3 credits

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

Doctoral Courses

PSI 620 Psychodynamics of Behavior: The Development of Freudian 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 Psychopathology

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 Psychopathology

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 Assessment of Learning Disabilities

3 credits

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

PSI 632 Initial Intake Seminar

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 Intake Seminar II

1.5 credits

This course is a continuation of PSI 632.

PSI 640 Research Conference: Methods And Design

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,

PSI 700, 701, 800, 801 Psychotherapy Case Conference 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: Psychodiagnosics *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: Psychodiagnosics *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 Practicum 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 Psychoanalytic Psychotherapy II: Processes *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 Psychoanalytic Psychotherapy 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 Trauma *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 Humanistic, Cognitive, Behavioral, Approaches to Psychotherapy *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*

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 Neuroprocessing 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 Psychology 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 Topics:
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 Topics:
Dissertation 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 Topics:
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 Cognition 3 credits

This course covers basic concepts and problems in cognitive psychology (perception, attention, memory, schemas, deci-

IV

SCHOOL OF
BUSINESS

School of Business

Business Building 121

Anthony F. Libertella, *Dean*
Email: Libertel@adelphi.edu

Rakesh Gupta, *Associate Dean*

Professors

Allan S. Ashley
Gregory P. Gutman
Zhimin Huang

Assistant Professors

Rakesh Bali
Rakesh Gupta

aims to prepare students well ahead of that process. Students are encouraged to schedule individual career interviews as they proceed through

- 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, Production, and TQM.
 - Implement and deploy technology to support global intelligence gathering to achieve cost reduction, to create and enhance the value chain, identify and serve customers, and to achieve cycle time reduction. Every leader needs to appreciate the risk/reward tradeoffs in technology
- r

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 understand and appreciate the impact of their decisions on society, and the role that society plays in forming their decisions. They must know how to communicate effectively and must possess a thorough understanding of the legal, environmental, technological, and social issues that affect an organization's operations. The program's required foundation, core, and advanced core components integrate contemporary management issues and business fundamentals, thereby enabling students to acquire such knowledge and competencies. Students have the option of specializing in one of the traditional areas of management or pursuing a more general approach by spreading their advanced elective course of study over several functional areas.

The Master of Business Administration (M.B.A.) degree consists of a maximum of 66 credits and a minimum of 33 credits. This flexibility is intended to accommodate students with varied academic backgrounds, including those who have already earned an advanced degree and are now seeking to earn a graduate business degree. The M.B.A. curriculum meets state, regional, and national accreditation standards.

Graduate Prerequisite Courses (9 credits)

Depending on previous academic background, the following prerequisite course(s) may be required:

ACC 500	Financial Accounting
OPR 501	Computer Applications
OPR 507	Mathematics for Managers

Foundation Core (Common Body of Knowledge) (24 credits)

BUS 551	Legal and Ethical Environment
ECA 520	Macroeconomics
ECA 521	Microeconomics
FIN 630	Corporate Finance
MGT 561	Management Theory/ Organizational Behavior
MKT 580	Marketing Management
OPR 573	Management Information Systems
OPR 670	Statistical Methods

Advanced Core Courses (21 credits)

Note: Student must have taken or waived at least 21 credits before entering the Advanced Core.

ACC 600	Accounting for Managerial Analysis
MGT 666	Leadership and Innovation in Complex Systems
OPR 678	Best Practices, Operations, and TQM
MGT 770	Management of Technology
BUS 689	Persuasive Communication and Negotiation
FIN 734	Building Shareholder Value through Competitive Analysis
HRM 765	Developing World Class Human Resources
BUS 662	Entrepreneurship/ Intrapreneurship

Students must take either HRM 765 or BUS 662.

Specialization/Elective (9 credits)

Select three specialization or elective courses

Capstone (3 credits)

BUS 679	Strategic Management
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M.B.A.—Areas of Specialization or Electives

Choosing a specialization is optional. To qualify for a specialization, select three courses from one of the following areas:

Corporate Finance/Investments/Financial Markets

FIN 510	Securities Markets
FIN 634	Corporate Finance II
FIN 713	Seminar in Finance
FIN 737	Advanced Topics in Finance
FIN 738	Investment Analysis
FIN 739	Portfolio Management
FIN 743	International Financial Management

Management/Human Resources

BUS 651	Future Trends in Management
BUS 662	Entrepreneurship/ Intrapreneurship*
HRM 762	Human Resource Planning and Policy
HRM 765	Developing World Class Human Resources*
HRM 766	Performance Appraisal and Compensation Administration
MGT 660	Industrial Relations
MGT 791	Management Styles and Team Building
OPR 675	Total Quality Management

Marketing/E-Commerce

MKT 680	Sales Promotion and Direct Marketing
MKT 780	Marketing Research
MKT 781	Sales Management
MKT 782	Advertising Management
MKT 785	New Product Management
MKT 787	Consumer Behavior

M.I.S.: Management Information Systems

OPR 574	Information Systems Analysis and Design Methods
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tion to business education. It emphasizes leadership, team building, analysis and problem solving. The GOAL M.B.A. plan requires 14 courses (42 credits) taken two courses per term over seven terms (8 weeks each). A cohort format is used for the entire program. Courses are held on Saturdays only, 8:00 a.m. to 5:00 p.m., on the Garden City campus. The program includes one hour per week per course group projects and student-faculty conference via Blackboard 5 and, on the first two Saturdays, 16 hours of orientation modules including environmental/organizational factors, economics, accounting, quantitative methods, computer applications, and four distinguished lectures.

The Program

Term 1:	
MGT 666	Leadership and Innovation in Complex Systems
MGT 791	Management Styles and Team Building
Term 2:	
OPR 670	Statistical Methods
BUS 689	Persuasive Communications and Negotiations
Term 3:	
OPR 573	Management Information Systems
FIN 630	Corporate Finance
Term 4:	
ACC 600	Accounting for Managerial Analysis
HRM 765	Developing World Class Human Resources
Term 5:	
MGT 770	Management of Technology
OPR 678	Best Practices, Production and Total Quality Management

Term 6:	
FIN 734	Building Shareholder Value through Competitive Analysis
BUS 662	Entrepreneurship/Intrapreneurship

Term 7:	
BUS 651	Future Trends in Management
BUS 679	Strategic Management

For more information about the GOAL M.B.A. please contact the associate dean of the School of Business, Rakesh Gupta, at (516) 877-4629.

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

(72–74 credits)

Nurse administrators increasingly are becoming integral members of administrative teams within health service organizations and are competing for leadership positions with individuals from non-nursing backgrounds. Their responsibilities have grown in the areas of long-range, strategic, and financial planning; resource management; implementation of outcomes-based approaches to quality patient care; governance of board meetings; and management of multiple patient care departments. This combined 72- 74-credit program with the School of Nursing and the School of Business allows the registered nurse holding a bachelor's degree to complete the Master of Science in Nursing and Master's in Business Administration. The program incorporates 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.

Admission to 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.

Admission 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

NUR 769	Roles and Functions of Nursing Service Administrator
NUR 770	Seminar and Practicum in Nursing Administration

Research Courses

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

**The Master of Science in
Finance** (30–51 credits)

Financial institutions are part of a dynamic transformation already in process. They are being subjected to enormous changes in the regulatory environment, the competitive framework, technology, international relationships, the globalization of the economy, and other concerns.

(Test information and an application can be obtained by writing to the Graduate Management Admissions Test, Educational Testing Service, Box 899, Princeton, New Jersey 08541.)

Additional Information

Convenient Times and Places to Study

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 Hauppauge Center. Courses for all graduate degree and certificate programs are scheduled Monday through Thursday evenings and Saturday mornings at Garden City and

pleting the course work specified in their letter of acceptance. Fulfillment of these conditions

COURSES OF INSTRUCTION

SCHOOL OF BUSINESS

ACCOUNTING

ACC 500 Financial Accounting 3 credits

Designed for those with no previous courses in accounting. Introduction to measurement concepts and techniques of financial accounting. These include methods and techniques of recording, summarizing, and reporting financial data, and the problems related to income determination and asset measurement. A detailed explanation of generally accepted accounting principles is presented as a basis for the recording and reporting of financial information. Examination of the problems of income determination and resource and equity valuation.

ACC 600 Accounting for Managerial Analysis 3 credits
Prerequisite: OPR 670.

An introduction to the information needs of management. Emphasizes the usefulness and limitations of accounting information in evaluating alternative courses of action and controlling current operations. Uses a strategic lens to examine the alignment of accounting measures with firm goals. Specific techniques and approaches utilized include operational and capital budgeting, activity-based management, value-chain analysis, and performance benchmarking.

ACC 601 Financial Statement Analysis 3 credits
Prerequisite: ACC 500.

A review of accounting principles and concepts followed in the construction of financial statements. Examination of the techniques used in analyzing and explaining the financial reports of business corporations and other entities.

ACC 605 Tax Consequences of Financial Transactions 3 credits
Prerequisite: ACC 500.

An overview of Federal tax matters as they relate to financial managers. The course will encompass the following topics: (1) tax consequences of various business structures, (2) mergers and acquisitions, (3) international taxation, (4) tax treatment of fringe benefits, (5) debt vs. capitalization, (6) property transactions: determination of basis, gains and losses, (7) retirement planning, (8) stock option rules.

ACC 704 Advanced Federal Taxation 3 credits
Prerequisite: 24 undergraduate accounting credits including a course in federal taxation.

A study of the Internal Revenue Code with particular emphasis on the problems of corporations and their shareholders. Considerable time is spent in the area of corporate

reorganizations, multiple corporations owned by related taxpayers, and distributions of corporations to their stockholders. Other areas covered include personal holding corporations and pseudo-corporation taxation.

ACC 706 Advanced Cost Accounting 3 credits
Prerequisite: 24 undergraduate credits in accounting, including a course in cost accounting.

Examines the use of accounting information for management decision-making purposes. Particular stress is placed upon evaluating the impact of accounting systems on the motivation, behavior, and performance of both management and

BUS 651 Future Trends in Management 3 credits
Prerequisite: MGT 561.

This course will identify and describe the most important future trends. The new social, political, cultural, educational, economic, and technological forces will be explored in an increasingly interconnected world. Specific topics will include the global economy, information technologies, 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/Intrapreneurship 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 Persuasive Communication and Negotiation 3 credits
Prerequisite: MGT 561.

Provides students with an opportunity to explore the intricacies of written verbal and non-verbal communication particularly in a corporate setting. Through an integrated approach, students will develop essential communication, presentation, and negotiation skills allowing them to prepare and practice the use of these tools to increase individual effectiveness. Students will participate in ethical negotiations and utilize presentations to achieve team and managerial goals.

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 Through Competitive Analysis 3 credits

Prerequisites: FIN 630, OPR 507 and 670, ACC 600.

Examines the shareholder value creation process in the context of competitive analysis. Competing concepts of value creation are evaluated including Free Cash Flow, EPS, Market Value Added, and Economic Profit (EVA). The concepts are developed and tested through student teams executing a competitive analysis, conducting a valuation analysis for two publicly held companies, and reporting their results to the class.

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 Investment 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

HUMAN RESOURCE MANAGEMENT

HRM 568 Human Resource Management 3 credits

*Prerequisite or corequisite: MGT 561.*tant function of organizational manaanaent. It will

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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 imagi-

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 574 Information Systems Analysis and Design Methods 3 credits

Prerequisites: OPR 501 and OPR 573

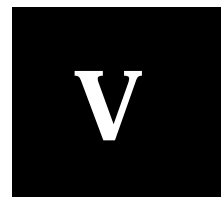
The course is an overview of the information system development life cycle. It focuses on methods and techniques that the analyst could use to design and document information system. Topics include systems analysis and design methods such as data and process modeling, systems design, data management, data and program design and specifications, systems construction and implementations, systems operations, and support. The course will also survey other important skills for the system analyst such as fact-finding, communications, project management, and cost-benefit analysis.

OPR 575 Database Management Systems 3 credits

Prerequisites: OPR 501 and OPR 573

The course provides and introduction to Data Base Management system concepts, design, and implementation. Design and management considerations in hierarchical, network, relational data base structures, and o1(ein hierarmo)s-31(once)-31(caeE0) Tw

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SCHOOL OF
EDUCATION

School of Education

Harvey Hall 130

Elaine Sands, *Dean*
Email: sands@adelphi.edu

Diane Caracciolo, *Associate Dean*
Michele Reich, *Associate Dean*

Professors

Judith Cohen
Ronald S. Feingold
Florence L. Myers
Robert Otto
C. Roger Rees
Carole S. Rhodes

Associate Professors

Joan Callahan
Stephen A. Cavallo
Sherrie Shugarman
Douvre
Crystal E. Kaiser
Ellen Kowalski
Michael O'Loughlin
Liles

Assistant Professors

Leonisa Ardizzone
Leigh D. Benin
Lyudmila A. Bryzheva
Alan R. Cohen
Leah Fiorentino
Anita W. Frey
(Clinical)
Kathleen Kelson
Esther Kogan
Susan Lederer
Robert Linne
Mara L. Manson
Patricia A. Marcellino
Anne Mungai
William J. Niles

Department of Education Studies

- I. Department of Childhood and Adolescence
Education

Education Studies

The Department of Education Studies comprises graduate teacher preparation programs in art education, childhood and adolescence education, special education, literacy, TESOL, bilingual education, art education, and educational leadership and technology.

The programs in the Department of Education Studies are registered with the New York State Department of Education to recommend initial and professional 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 30-credit 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, students are responsible for notifying and arranging to meet with an advisor.

Please note: The School of Education expects all students enrolled in 8-week cycle courses to attend every session in order to receive course credit. Under extenuating circumstances, instructors may allow one excused absence.

Off-Campus Students

The M.A. in Childhood Education (Precertification Program) and Elementary Teachers N-6 (In-Service Program)

Michael O'Loughlin, *Program Director*

The Childhood Education Program at Adelphi University, committed to the growth and well-being of all children, is dedicated to the professional education and personal development of elementary teachers as advocates for children, possessed of moral purpose and vision. Through this endeavor, we embrace the ideal of working with teachers, students, and other colleagues in league with our educational institutions to cultivate intellectually vital, socially just, aesthetically rich, compassionate communities in our universities, schools, towns, and cities. Through our program, we strive to build an inclusive, caring educational community aimed at “cultivating the humanity” of the whole person: engaging teachers in scholarly study and open-minded inquiry, socially-engaged praxis and community service, creative experimentation and artistic expression, as well as critical self-examination and contemplative practice. Teachers are encouraged and prepared, in this

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craft and the articulation of personal vision through their work.

Note: The M.A. in childhood education is an initial program for students who do not currently hold certification in elementary (childhood) education. Qualified students certified in areas other than elementary education may enroll in this program in order to earn a second teaching certificate and fulfill the graduate degree requirement for professional (permanent) certification in both areas. Upon application to the program, students' undergraduate transcripts will be evaluated for appr

Health Studies (1 credit)

Take *one* of the following:

HED 610 Health Promotion for
Teachers

Student Teaching (3–6 credits)

Students are placed in one of the following tracks for student teaching:

A. Uncertified students not currently teaching childhood education must take:

ECH 820 Student Teaching in
Childhood Education
Precertification (6 credits)

B. Students State certified in other areas take 3 credits:

ECH 821 Practicum in Childhood
Education (fall or spring)

OR

ECH 822 Summer Practicum in
Childhood Education

contexts of the diverse populations of the New York metropolitan area.

The M.A. in adolescence education is an initial program for students seeking 7-12 certification in earth science, English, biology, chemistry,

Inquiry and Pedagogical Arts (7 credits)
Instruction and Assessment in the Adolescence
Education Content Area: students select *one*

than art education in order to fulfill professional (permanent) certification requirements for both areas or enroll in the M.A. in art, which also fulfills State regulations for professional (permanent) certification in art education. The M.A. in art is offered through the College of Arts and Sciences.

Note: In compliance with new State regulations, this program requires a minimum of 100 hours of fieldwork in schools prior to student teaching.

Overview of the Program

(34-37 credits)

Courses are for 3 credits each unless otherwise indicated.

General Pedagogical Core (12 credits)

EDS 603 Inquiry I
HED 610 Health Promotion for Teachers (1 credit)

Select one of the following:

EEC 600 Introduction to Special Education (fieldwork required)
EEC 700 Families, Cultures and Learning (fieldwork required)
EEC 710 Classroom Management (fieldwork required)

Select one of the following:

ELY 653 Literacy and Culture
ELY 603 Literacy in the Middle and Secondary Schools
ELY 602 The Reading Writing Connection
EAE 725 Youth Literacy: Literature, Culture and Art
ECH 725 Childhood Literacy: Literature, Culture and Art
ELY 625 Approaches to Teaching Literacy in Childhood Education

Content Core (6 credits)

Select 6 credits from the following:

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

Courses in this strand may also be chosen from graduate Special Topics workshops in the summer.

Art Education Core (18–21 credits)

EAR 500–505 Exploring the Arts Series
Select *one* course from Special Topics: Visual Arts, Fiction and Film, Speech and Drama, Creative Movement, Autobiography.

EAR 509 Artistic Development Across the Lifespan (fieldwork required)
EAR 510 Instruction and Assessment in the Visual Arts (fieldwork required)
EAR 525 Establishing the Role of Arts in Education: The Historical and Philosophical Foundations of Art Education (fieldwork required)
EAR 810 Inquiry II: Art Education (fieldwork required)

Students will be placed in one of the following courses:

EAR 820 Student Teaching in Art Education: precertification (6 credits)
EAR 821 Practicum in Art Education for teachers certified in other areas (3 credits)
EAR 822 Summer Practicum in Art Education for teachers certified other areas (3 credits)
EAR 851/852 Student Teaching 1, 2 in Art Education for uncertified art teachers (3 credits each)

Bilingual Education and TESOL

Eva Roca, *Program Director*

The philosophical framework embraced by the programs in TESOL and Bilingual Education at Adelphi University combine theory, practice, and understandings that are inextricably intertwined with an awareness and sensitivity of gender, race, class, and ability in K–12 school-age children. Both programs are committed to preparing teachers and related support professionals to meet the needs and demands of diverse communities.

The M.A. in TESOL (bilingual) is a 12-month program consisting of 25 credits. The program is designed for students who have completed a bachelor's degree with a minimum 2.5 GPA. The program is a 5-year program.

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HED 610 Health Promotion for
Teachers (1 credit)

Student Teaching (3–6 credits)

*Students are placed in one of the following
courses:*

EBE 820 Student Teaching in ESL
Education: precertification (6
credits)

EBE 821 Practicum in ESL Education

EBE 721 Theories of Second Language Acquisition: Socio-Cultural Considerations

Student Teaching (3 credits)

EBE 831 Practicum in Bilingual Education for Certified Teachers (3 credits)

EBE 832 Summer Practicum in Bilingual Education for Certified Teachers (3 credits)

Overview of the Bilingual Extension to the TSSLD Certification (Teacher of Students with Speech and Language Disabilities) (15 credits)

Course Requirements (15 credits)

EBE 600 Foundations of Bilingual and Multicultural Education: Theory and Practice (25 hours fieldwork)

EBE 601 TESOL I: Developing Literacy and Language Arts Skills in ESL Classrooms (25 hours fieldwork)

EBE 610 Methods and Materials in Bilingual Education: Content Area Considerations

EBE 721 Theories of Second Language Acquisition: Socio-Cultural Considerations

SPH 675 Clinical Practice in a Bilingual School Setting

Overview of the Post-Master's Bilingual Certification Extension for School Social Workers

Course Requirements (16 credits)

EBE 600 Foundations of Bilingual and Multicultural Education: Theory and Practice (25 hours fieldwork)

EBE 610 Methods and Materials in Bilingual Education: Content Area Considerations

SWK 728 Social Work with Children and Adolescents

SWK 542 Oppression, Diversity and the Struggle for Human Rights (4 credits)

SWK 792 Bilingual-Bicultural Internship (4 credits)

Bilingual School Social Work

Post-Master's Bilingual Extension for School Social Workers

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 Requirements**

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.A. in Educational
Leadership and Technology**

Patricia Ann Marcellino, *Program Chair*

The Educational Leadership and Technology program is offered by the School of Education, in cooperation with the School of Business, and the College of Arts and Sciences at both Adelphi University's main campus in Garden City and the Manhattan Center. This program is designed specifically for individuals who are seeking entrance into leadership positions in schools such as principal, assistant principal, department chairperson, or supervisor. Its central focus is to bring a multidisciplinary perspective to the atmosphere of educational reform prompted by the establishment of standards-based poli-

Field Based and Applied Courses

(18 credits)

EDL 666	School Leadership (3 credits)
EDL 554	Research and Evaluation in Schools (3 credits)
EDL 557	Technology and School Administration (with 10-hour practicum) (3 credits)
EDL 556	Supervision in the Schools (with 30-hour practicum) (4 credits)
EDL 555	Administrative Internship (320 hours)(5 credits)

Certificate in Educational Leadership and Technology

(30 credits)

*Prerequisite: Requires a master's degree for entry.**Sequence of Courses:*

EDL 590	Ethics, Law, and Technology (3 credits)
EDL 666	School Leadership (3 credits)
EDL 533	Computer Based Technologies in Education (3 credits)
EDL 553	Educational Policy (3 credits)
EDL 554	Research and Evaluation in Schools (3 credits)
EDL 557	Technology in School Administration (with 10-hour practicum) (3 credits)
EDL 561	Management Theory and Organizational Behavior (3 credits)
EDL 556	Supervision in the Schools (with 30-hour practicum) (4 credits)
EDL 555	Administrative Internship (320 hours) (5 credits)

Advanced Certificate in Educational Leadership and Technology

(15 credits) (S.A.S. Certification required)

Sequence of Courses:

EDL 590	Ethics, Law, and Technology (3 credits)
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EDL 533	Computer Based Technologies in Education (3 credits)
EDL 666	School Leadership (3 credits)
EDL 591	Technology, Pedagogy, and School Reform (3 credits)
EDL 557	Technology in School Administration (with practicum) (3 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 students 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 will 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.

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.

Students who do not finish by this date will be granted one of two certificates:

(1) Birth–Grade 6 or (2) Grades 5–13. With additional course work students may opt for **both** certificates. Please contact Dr. Carole Rhodes for additional information at (516) 877-4089.

The Center for Literacy and Learning

Maryellen Rafferty, *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)*

*Permission of literacy faculty member is required.

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

Directed Electives (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 Electives (6 credits)

May be taken from other education studies departments.

The M.S. in Childhood Special Education

Alan R. Cohen, *Program Director*

Recent New York State regulations require that students wishing to become special educators must also be certified in a particular grade range. The M.S. in Childhood Special Education is an in-service program for students who already hold initial (provisional) certification in childhood (elementary) education. This program is not intended for students seeking first-time certification. For students who hold no certification or hold certification in an area other than elementary and/or special education, the department offers the dual

major in Special Education in Inclusive Settings. This program awards initial NYS teacher certification in both Childhood Education, grades 1–6 and Special Education, grades 1–6. The Department has also prepared a graduate program in Childhood Education Studies that does not lead to teaching certification. This is a 33-credit program that follows the same sequence of courses as the program in Childhood Special Education out-

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Prerequisite course: EDS 601 School and Society

Health Studies, Physical Education and Human Performance Science

Ronald S. Feingold, *Chair*

Philosophy

Health education, physical education, and human performance science are disciplines or programs of study that relate to individuals at every stage of life: pre-school, children, adults, 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.

Students with a Baccalaureate in Disciplines Other Than Health Studies and Physical Education

Although the baccalaureate in health studies or physical education is recommended for admission to candidacy, it is not required. When candidates have a deficiency in their academic background, they may be required to complete additional courses.

Twelve credits in professional education courses plus supervised student teaching (or one year of teaching experience) are also required if a candidate desires New York State teacher certification. *See GATE programs below.*

The M.A. in Health: Teacher "K-12" (36 credits)

Candidates for the Master of Arts in school health education should have an undergraduate background in health or health-related areas. Where deficient in the following areas, candidates may be required to complete course work in addition to the requirements of the graduate program: human biology (anatomy and physiology), human growth and development (child or adolescent psychology), health-related courses, and education courses.

Graduate Alternative Teacher Education (GATE) Program

(39-57 credits)

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

GATE provides an alternative track for both initial and professional certification.

Students without prior certification in health education may enter the Master of Arts program in health education. In such cases, prior course work and experience will be evaluated with respect to its comparability with required course work. 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.)*

Specialization Core: Health Education Content (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 604	Aspects of Human Sexuality
BIO xxx	Anatomy/Physiology

Required Content

HED 603	Mind/Body Dimensions in Health
HED 607	Health Promotion for Youth
HED 621	Teaching Human Sexuality
HED 650	Health and Cultural Diversity
HED 701	Substance Abuse Prevention
HED 702	Intervention Techniques
HED 703	Dynamics of Teaching Health
HED 792	Field Work <i>(1 credit)</i>
HED 627	Project Seminar <i>(3 credits)</i>

Education Foundations (18 credits including

HED 703)	
HED 703	Dynamics of Teaching Health
EDS 601	School and Society Inquiry I
<i>OR</i>	
HED 602	Research and Technology in Health Education
ECH 600	Childhood Development
<i>OR</i>	

EAE 603	The Adolescent Experience
HED 538	Student Teaching in Health Education <i>(6 credits)</i>

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.

Note 1: Evaluation of and credit for comparable course work may reduce certification credits needed; however, M.A. degree requires a minimum of 36 credits in 500 level courses and above. Student teaching (EDU 538) does not count towards the M.A. degree.

Note 2: Field Experience Requisite — Students who do not have appropriate prior experience working with children-based contexts will be required to do so in Health Education. These experiences will be selected and scheduled through close advisement with the students' advisor and the Coordinator of the Teacher Preparation Program.

Note 3: Some courses in the program may be taken for non-credit with permission.

The M.A. in Health Education (36 credits)

(For students who already have initial teacher certification in health education.)

Required Courses (minimum 27 credits)

HED 603	Mind/Body Dimensions in Health
HED 607	Health Promotion for Youth
HED 621	Teaching Human Sexuality
HED 650	Health and Cultural Diversity
HED 701	Substance Abuse Prevention
HED 702	Intervention Techniques
HED 703	Dynamics of Teaching Health Education
HED 792	Field Work (1 credit)
HED 627	Project Seminar
EDS 603	Inquiry I
<i>OR</i>	
HED 602	Research in Health Education

Electives in Health Education or Other Fields (minimum 9 credits)

HED 501	Dynamics of Substance Abuse
HED 504	Comprehensive Health Education for Secondary Students
HED 505	Multidimensional Aspects of Stress
HED 506	Health and Nutrition
PED 508	Technology in Health and Physical Education
HED 520	Special Topics in Health Education
HED 571	Health Issues for Elementary School
HED 601	Contemporary Health Issues
HED 604	Aspects of Human Sexuality
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

Note: 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 teacher 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.

Course Requirements for the Community Health Education Program***Core Courses** (12 credits)

(Prerequisites for community health courses)

HED 601	Contemporary Health Issues
HED 603	Mind/Body Dimensions in Health
HED 605	Issues in Community Health
EDS 603	Inquiry I
<i>OR</i>	
HED 602	Health Research

Community Health Courses (16 credits)

HED 650	Health and Cultural Diversity
HED 654	Mass Communication in Health
HED 703	Dynamics of Teaching Health
HED 750	Community Health Education: Planning and Implementation
HED 751	Fieldwork Internship in Community Health Education

Electives (Health or Health Related)

(9 credits)

General Electives in Health:

HED 501	Dynamics of Substance Abuse
HED 505	Multidimensional Aspects of Stress
HED 506	Health and Nutrition
HED 520	Special Topics
HED 607	Health Promotion for Youth
HED 621	Teaching Human Sexuality
HED 653	Environment and Health
HED 701	Substance Abuse Prevention
HED 702	Intervention Techniques
HED 791	Independent Study

* Certain courses may be waived at the department's discretion and replaced by electives approved by the department.

Advanced Certificate Program in Community Health Education

(19–28 credits)

This advanced certificate program is designed to give students who have already attained a master's degree in health studies or related fields the opportunity to specialize in community health education.

Entrance Requirements

Completion of a master's degree in health education or related field.

Required Courses (19 credits)

HED 605	Issues in Community Health
HED 650	Health and Cultural Diversity
HED 654	Mass Communication in Health
HED 703	Dynamics of Teaching Health
HED 750	Community Health Education: Planning and Implementation
HED 751	Fieldwork Internship in Community Health Education

Elective Courses (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 Arts in Physical 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 Courses: (18 credits)

PED 508	Technology in Health and Physical Education
PED 641	Social Foundations in Physical Education
PED 650	Research and Design
PED 652	Curriculum Analysis
PED 653	Motor Learning
PED 656	Teaching Analysis

Electives in Physical Education or Other Fields: (15–18 credits, including 1–3 credit internship)

PED 500	Organization and Principles of Coaching
PED 501	Scientific Foundations of Coaching
PED 502	Care and Prevention/Injuries
PED 508	Technology in Health and Physical Education
PED 509	Health Related Fitness Education
PED 550	Special Workshop—Adapted
PED 550	Special Workshop—Exercise Science
PED 550	Special Workshop—Teaching
PED 550	Special Workshop—Sports Management
PED 550	Leadership Development <i>(Meets violence prevention requirement)</i>
PED 620	Clinical Aspects of Work Physiology
PED 621	Lab Investigations in Work Physiology
PED 623	Adult Fitness Programming
PED 624	Nutrition and Physical Activity
PED 625	Medical Aspects of Sport
PED 626	Theory of Prescribed Activity
PED 628	Cardiac Rehabilitation
PED 630	Psychology of Sport
PED 632	Sports Management
PED 636	Athletic Administration

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PED 637	Organization and Administration in Physical Education
PED 638	Sport in American Culture
PED 639	Sports Law
PED 641	Social Foundations in Physical Education
PED 643	Movement Experience for the Elementary School Child
PED 652	Curriculum Analysis
PED 658	Neuromuscular Human Performance
PED 670	Physical Education for the

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.

Note 1: First Aid and CPR or PED 467 is required prior to EDU 516, PED 792 and/or PED 536.

Note 2: Evaluation of and credit for comparable course 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 (PED 536) does not count towards the M.A. degree.

Note 3: Field Experience Requisite — Students who do not have appropriate prior experience working with children in physical activity-based contexts will be required to do so. These experiences will be selected and scheduled through close advisement with the students' advisor and the coordinator of the teacher preparation program.

Note 4: Some courses in the program may be taken for noncredit with permission.

Specializations

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 Specialization

(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

Electives (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

Exercise Physiology (36 credits)

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

Prerequisites (6 credits)

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Business Electives (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

Communication Sciences and Disorders

Yula C. Serpanos, *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 Students with Speech and Language Disabilities (TSSLD) and the Bilingual extension to the TSSLD are provided.*

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.

**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.*

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 theor

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SPH 624	Language Disorders in Adults
SPH 630	Voice Disorders
SPH 634	Diagnostic Procedures in Speech-Language Pathology
SPH 636	Dysphagia: Evaluation and Management
SPH 638	Language Disorders in Children II
SPH 646	Oral Motor Function of the Developmentally Delayed Child
SPH 660	Clinical Practice in Speech- Language Pathology
SPH 661	Clinical Practice in Speech- Language Pathology
SPH 662	Clinical Practice in Speech- Language Pathology
SPH 666	Clinical Practice in Diagnostics
SPH 667	Clinical Practice in Diagnostics
SPH 668	Clinical Practice in Speech- Language Pathology or Audiology
SPH 670	Research Seminar in Speech- Language Pathology and Audiology
SPH 671	Clinical Seminar in Speech- Language Pathology

NYS Certification as Teacher of Students with Speech and Language Disabilities (TSSLD)

Additional coursework is required for students who want teacher certification. Undergraduate transcripts will be reviewed for required liberal arts and core pedagogical courses. These include, but are not limited to, artistic expression, human development, foundations of education, and health promotion. Students will be advised accordingly. It is expected that most students will need at least a few of the following courses:

ECH 600	Child Development
EDS 601	Education and Society

HED 607	Health Promotion for Children and Adolescents (an Arts Elective)
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In addition, students are required to take:

SPH 561	Speech-Language Pathology in a School Setting
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AND

SPH 674	Clinical Practice in a School Setting (replaces SPH 661 in the general master's curricu- lum). Students must also pass the LAST and ATSW to be recommended for certification by Adelphi.
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Bilingual Extension to the TSSLD

Susan Hendler Lederer, Ph.D., *Coordinator*

Students wishing to pursue this teacher credential must complete all TSSLD requirements, pass the TLPA and ELPA proficiency exams, and complete the following academic coursework:

EBE 600	Foundations of Bilingual Education
EBE 721	Theories of Second Language Acquisition
EBE 601	TESOL 1
EBE 610	Methods and Materials in Bilingual Education

The clinical requirement can be met by taking SPH 675: Clinical Practice in a Bilingual School Setting (in place of SPH 674 in the TSSLD program) or with one full-time work experience with bilingual children.

texts of the diverse communities in which we work.

The Deaf Studies Program encourages creative expressions for teachers as well as children. We have an aesthetic dimension in all our curricula and encourage our students to use multiple modes of communication.

It is our objective to prepare students to function independently in their professional area of specialization and to meet all the competencies necessary to complete a Masters of Science in Deaf Studies. Our program prepares students to gain knowledge, skills, and competencies in deaf education so that they may function at a high level in a variety of educational settings. A strong combination of education, liberal arts, speech/language pathology, and audiology help the students attain these goals. We emphasize specialization plus a broad knowledge around the area of deafness and deaf culture. The skills we expect our students to obtain include the following:

- Understanding the theory and research connected to education, specifically deaf education;
- Understanding the unique problems associated with educating children who are hard-of-hearing;
- Proficiency in assessing and addressing the needs of the child with a hearing loss;
- The ability to teach a variety of methodologies, including oral and sign methods;
- Planning appropriate instructional goals;
- Planning instructional procedures and curriculum content;
- Evaluating instructional and administrative competence.

Teaching Students Who Are Deaf or Hard-of-Hearing in All Grades

Master of Science (M.S.) in Deaf Studies (38 credits)

The Program of Study

All courses are 3 credits unless otherwise indicated.

Fall Semester (15 credits):

SPD 600	Auditory Disorders
SPD 604	Language Development of Deaf/Hard-of-Hearing
SPD 610	Adapting Elementary Education Instructional Methods for Deaf/Hard-of-Hearing
SPD 640	Supervision and Administration in Deaf Education
SPD 630	Student Teaching

Spring Semester (16 credits):

SPD 601	Amplification Systems
SPD 605	Aural Habilitation of Deaf/Hard-of-Hearing
SPD 611	Adapting Intermediate Instructional Methods for Deaf/Hard-of-Hearing
SPD 620	Perspectives on Deafness
SPD 528	Technology in Deaf Education (1 credit)
SPD 631	Student Teaching

Summer (7 credits):

SPD 612	Cued Speech (1 credit)
SPD 621	Approaches to Teaching the Multiple Disabled Deaf/Hard-of-Hearing Child
SPH 650	SKI*HI Infant Training

Sign Language (as needed):

SPD 521	Beginning ASL Sign Language
SPD 522	Intermediate ASL Sign Language
SPD 523	Advanced ASL Sign Language

Prerequisites for Non-certified Students:

ECH 600	Childhood Development
EDS 601	School and Society
HED 504	Comprehensive Health Education for Secondary School Teachers

OR

HED 571	Health Issues for Elementary Educators
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OR

HED 607	Health Promotion for Children and Adolescents
EEC 600	Introduction to Special Education
ELY 653	Language, Literacy, and Culture

**The Doctor of Arts in
Communication Disorders**

Lawrence J. Raphael, *Coordinator*

Adelphi University instituted the first Doctor of Arts degree in communication disorders in the country. This professional doctorate represents a distinctive trend in graduate education, and is designed to meet the needs of those who wish to prepare for specialized positions in the discipline of speech-language pathology.

The Doctor of Arts degree was conceived to emphasize the professional and clinical aspects of the discipline. Its primary objective is to offer the advanced training needed to prepare leaders

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advisor. Registration for *SPH 799: Continuous Matriculation* is required for every semester in which a student does not register for a course. Continuous registration allows for the continuity of training and education, secures student

fingerprinted for a criminal history background check in order to be cleared for employment or certification.

Please note: Although you may already hold a valid certificate in another teaching area, the necessary parts of the NYSTCE are now required for all applicants seeking certification in an additional area. Also, only U.S. citizens can obtain permanent certification and only those who file a Declaration of Intention may be issued pr

Teaching Internships

Fran Mills, *Director School and Community Partnerships*

The School of Education offers graduate students in education positions as paid graduate interns in local public schools. Students enr

COURSES OF INSTRUCTION

SCHOOL OF EDUCATION

ADOLESCENCE EDUCATION (0809-EAE COURSES)

EAE 603 The Adolescent Experience *3 credits*

This course constitutes an introduction to the many dimensions of adolescent experience. The course begins with an exploration of adolescence through autobiographical inquiry. The development of adolescent gender and sexuality, intellectual, and ethical growth, and political and social development are examined. Consideration is given to the school experience of adolescents, with particular emphasis on gender, class, and ethnic differences, the educational experiences of special needs students in secondary schools, the relationship between home, school, and community, and the characteristics of effective instruction for adolescents. Adolescent subjectivity is explored, with particular reference to adolescent use of popular culture and the construction of adolescence in popular media. Students are required to complete 20 hours of fieldwork in 7–9 and 10–12 setting.

EAE 725 Youth Literacies: Literature, Culture and the Arts *3 credits*

Literature, art, and music created for adolescent or young adult audiences strongly influence how youth construct themselves and interact in their social worlds. Educators who ignore youth culture as played out in the media or literature and the arts lose an invaluable source of engagement for their students. The integration of literature and art across disciplines can be greatly enhanced when teachers are knowledgeable about current texts as well as literary theories in relation to those texts. Students will also experience and critique pedagogical practices related to adolescent literature and art in the classroom including methods of enhancing literacy through all areas of the curriculum. Technology will be infused through the study and production of new media texts such as Web “zines.”

EAE 511–518 Instruction and Assessment in Adolescence Education *3 credits each*

These courses (511-English; 513-Mathematics; 517-Science; 518-Social Studies) familiarize adolescence educators to issues in curriculum and methods in the content areas in accordance to New York State learning standards. The objective for these courses is to familiarize pre-service teachers with a constructivist and critical pedagogical perspective towards the teaching of students with special needs. An emphasis on technological integration and inter-disciplinary approaches across content areas will be explored. Students are required to complete 30 hours of fieldwork in secondary schools (7–9 and 10–12 grade levels).

EAE 811 (English), 813 (Mathematics), 817 (Science), 818 (Social Studies)

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adelphi.edu/study/edu (click on “clinical practice” in the left task bar).

EAR 821 Practicum in Art Education for Teachers Certified in Other Areas *3 credits* *Fall and Spring only.*

This course provides the capstone experience in the Art Education program and comes in the final semester after all other course work has been completed. This 3-credit course is only open to Art Education majors who hold provisional or initial certification in another classroom teaching area. During the Practicum semester, students are required to spend a minimum of eight weeks under the supervision of a certified art educator. Experiences will cover at least two age ranges: PreK–6 and 7–12, and will include practice teaching as well as individual and small group instruction. Students work with a cooperating art teacher and a supervising university art educator, who also teaches a reflective practice seminar one evening each week during the semester of the practicum. This seminar will cover a range of topics, including the uses of school-based educational technology in the visual arts and assistive technology for all students. Students must apply for their placement by the deadline set by the Office of School and Community Partnerships. Information pertaining to application materials, requirements, and deadlines is available through this office or on the School of Education Website at adelphi.edu/study/edu (click on “clinical practice” in the left task bar).

EAR 822 Summer Practicum in Art Education for Teachers Certified in Other Areas *3 credits*

This course provides the capstone experience in the Art Education program and comes in the final summer session after all other course work has been completed. This 3-credit course is only open to Art Education majors who hold provisional or initial certification in another classroom teaching area and work as a classroom teacher during the school year. During the Summer Practicum, students are required to spend a minimum of six weeks under the supervision of a certified art educator. Experiences will cover at least two age ranges: PreK–6 and 7–12, and will include practice teaching as well as individual and small group instruction. Students work with a cooperating art teacher and a supervising university art educator, who also teaches a reflective practice seminar two evenings each week during the summer session. This seminar will cover a range of topics, including the uses of school-based educational technology in the visual arts and assistive technology for all students. Students must apply for their placement by the deadline set by the Office of School and Community Partnerships. Information pertaining to application materials, requirements, and deadlines is available through this office or on the School of Education Website at adelphi.edu/study/edu (click on “clinical practice” in the left task bar).

EAR 851/852 Student Teaching 1 and 2 in Art Education for Uncertified Art Teachers *3 credits each course*

This two-course sequence provides the capstone experience in the Art Education program and comes in the final semester and summer session after all other course work has been completed. This 6-credit course sequence is only open to Art Education majors who currently work as art teachers but hold no provisional or initial certification in any classroom area. Students are required to spend a minimum of eight weeks in either a fall or spring semester during which time they will be observed on a regular basis within their own art classroom by a university supervisor. The following summer, the student is required to undertake a student teaching placement under the supervision of a cooperating, certified art teacher and a university supervisor for a minimum of six weeks in a different age range, either the PreK–6 or 7–12 grade level. Students work with a cooperating art teacher and a supervising university art educator, who also teaches a reflective practice seminar one evening each week during the entire semester of the first student teaching experience and meets twice weekly with the student teacher during the summer placement. The fall or spring reflective seminar will cover a range of topics, including the uses of school-based educational technology in the visual arts and assistive technology for all students. Prospective student teachers must apply for their placement by the deadline set by the Office of School and Community Partnerships. Information pertaining to application materials, requirements, and deadlines is available through this office or on the School of Education Website at adelphi.edu/study/edu (click on “clinical practice” in the left task bar).

BILINGUAL EDUCATION AND TESOL (0804-EBE COURSES)

EBE 600 Foundations of Bilingual and Multicultural Education: Theory and Practice *3 credits*

This course provides an introduction to the philosophical, sociological, and historical perspectives on bilingual and multicultural education. The course reviews both bilingual and multicultural program models as it highlights the pressing issues of the field, including students who are bilingual and special needs, community involvement, and equity in education. Both historical and current legal mandates that have an impact on bilingual and multicultural education will be presented and examined from a case study perspective (25 hours of field experience required).

EBE 601 TESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom *3 credits*

This course will provide the underlying theory necessary to develop an understanding of the principles of teaching English as a second language through the knowledge of the various language arts and literacy skills. Students will design curriculum (lesson plans and thematic units) that not only meet State and National standards, but also reflect an

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ranges: PreK-6 and 7-12, and will include practice teaching

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**ECH 821 Practicum in Childhood Education
for Teachers Certified in Other Areas** *3 credits*
Fall and Spring only.

This course provides the capstone experience in the Childhood Education program and comes in the final semester after all other course work has been completed. This 3-credit course is only open to Childhood Education majors who hold provisional or initial certification in another classroom teaching area. During the Practicum semester, students are required to spend a minimum of eight weeks under the supervision of a certified childhood educator. Experiences

EEC 610 Current Topics in Special Education (Research I) 3 credits

This seminar provides an opportunity to reflect upon those significant education issues and research findings that are in the news and of current interest to teachers. The topics will necessarily change, to reflect what is contemporary and relevant, but will always be mindful of the needs of exceptional learners, current philosophical trends in education, and the needs of families and society. Students will be required to conduct research and/or fieldwork in educational settings.

EEC 620 Technology and Instruction 3 credits

The course provides hands-on experience using technology designed for students with and without special needs. Current educational technology applications and methods of evaluating software and future technological developments are introduced. Students are required to develop competency with word processing, Email, the Internet, and to develop and design a personal web page to fulfill course requirements.

EEC 630 Human Development, Cognition and Teaching 3 credits

Through an analysis of child development and learning theories, behavioral and cognitive, students will explore why and how people think and how we construct knowledge. Students will examine how these theories, individually and collectively, enlighten the teaching process. Students will consider the interaction of learning theories with diverse populations defined by gender, culture, disability, language, and age, and will construct and model their personal operative theory of learning.

EEC 700 Families, Cultures, Professionals and Children: Collaborating for Children with Special Needs 3 credits

The course focuses on the impact of families and cultures on the cognitive, linguistic, and affective growth of children. The course emphasizes the effect of the background of children with disabilities on their development and learning. A respect for diversity is nurtured by examining specific values and beliefs. Collaboration among and between families and school personnel is studied and practiced. The course also examines how current trends in education affect the school community. Students are required to have direct experiences with people from either a culture different than their own or with people with disabilities.

EEC 705 Team Collaboration 3 credits

This course is designed for professionals across disciplines working with persons from birth to adulthood having special needs and their families. The functions and interactions of educators, speech and language pathologists, audiologists, nurses, physical therapists, occupational therapists, school psychologists, and social workers will be examined. Emphasis is placed on understanding the roles of team members, facilitating communication among teams, and developing collaborative strategies to educate individuals in special education and inclusive settings.

EEC 710 Classroom 3 credits

This course is designed to: (1) define, specify, and measure the behaviors teachers recognize as necessary in the repertoire of the special child; (2) equip teachers with an understanding of the basic principles of behavior change; (3) provide the teacher with a humanistic philosophical approach to behavior modification and; (4) give practice in the application of learning principles in effecting beneficial change of the academic study and social behaviors of students. *Fieldwork is a course requirement.*

EEC 720 Formal and Informal Methods of Assessment 3 credits

This course provides a critical overview of different methods of educational assessment, focusing on the uses, strengths and weaknesses of each approach. Formal assessments used to determine eligibility for special education as well as informal regular education classroom assessments are reviewed. The course is designed to help teachers become knowledgeable consumers of assessment; able to understand and interpret a wide range of assessment techniques as well as to choose and use specific assessments appropriate for their discipline and students.

EEC 740 Math, Science and Technology Education for Special Education Students 3 credits
25 hours of fieldwork are required.

This course aims to help special education teachers integrate concepts in math, science and technology for special education students. The course provides an understanding of the historical, philosophical and sociological issues that surround the context of teaching math, science and technology to students with special needs. Emphasis is placed on the processes of understanding concepts of natural phenomena and practical applications of

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tations, as well as with the ability to analyze and critique

special education field. A student teaching seminar will be taken for the entire semester.

EDU 530 Student Teaching in Secondary Education 6 credits
Prerequisites: 18 credits in education, including EDU 601, 603, 607, 621, 635, 510–518; 3.0 G.P.A. cumulative G.P.A.; satisfactory health and speech evaluations; satisfactory personal and professional qualifications; satisfactory faculty recommendations; and a satisfactory student teaching portfolio. Corequisite: EDU 503.

This course provides the capstone experience in the secondary education program. Students are required to spend eight weeks in a 7–9 setting and eight weeks in a 10–12 setting. In art, placement is at the K–6 and 7–12 levels. The placement is full time five days a week. Students work with a cooperating teacher, who is chosen by the School District and a supervising professor from the University. Emphasis is placed on the implementation of teaching and curriculum approaches taught in the previous courses and preparing students to plan and execute instructional activities, to create productive learning environments, and to monitor and assess student learning.

EDU 531 Student Teaching in Early Childhood and Elementary Education 6 credits
Prerequisites: 24 credits in education including EDU 601, 607, 621, 626, 627, 628, 629, 670; 3.0 G.P.A.; satisfactory health and speech evaluations; satisfactory personal and professional qualifications; satisfactory faculty recommendations; and a satisfactory student teaching portfolio. Corequisites: EDU 502 and 544.

This course provides the capstone experience in the elementary education program. Students are required to spend eight weeks in a N–3 setting and eight weeks in a 4–6 setting. The placement is full time five days per week. Students work with a cooperating teacher, who is chosen by the School District and a supervising professor from the University. Emphasis is placed on the implementation of teaching and curriculum approaches taught in the previous courses and preparing students to plan and execute instructional activities, to create productive learning environments, and to monitor and assess student learning.

EDU 532 Practicum in Early Childhood and Elementary Education 3 credits
For students who are currently employed as full-time teachers in Early Childhood and Elementary Education classes. Corequisite: EDU 544.

Students currently teaching in the field are required to complete this supervised practicum. Students are observed during an eight-week period and are required to attend the weekly seminar for the entire semester.

EDU 533 Computer Based Technologies in Education 3 credits
 Topics in this production based course will include 1) use, design, and construction of electronic databases; 2) basic skills with Internet and web page construction; 3) desktop publishing and presentation graphics; 4) education production tools; 5) educational assessment tools; and 6) educational

software. These components will emphasize the use of interface equipment including digital cameras, scanners, message pads, etc. *Students must be able to use a word processor.*

EDU 535 Practicum in Secondary Education and Special Fields 3 credits
For students who are currently employed as full-time teachers in Secondary Education and Special Fields. Corequisite: EDU 544.
 Students currently teaching in the field are required to com-
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personal and professional qualifications, satisfactory faculty recommendations and student teaching application.

The 3 credit supervised student teaching experience is provided for students who are completing their preparation for teaching in TESOL and hold previous certification in another area. Provision is made for a variety of experiences in approved school situations. Attendance at a weekly seminar and individual conferences with the student teaching supervisor is required.

EDU 720 Evaluation and Testing in ESL and Bilingual Education *3 credits*
Prerequisite: EDU 780.

This course examines essential concepts in the area of testing first- and second-language proficiency. Commercial tests, standardized tests, criterion reference tests, and teacher-made tests currently used to assess first- and second-language proficiency are analyzed. The course examines the role of language and culture in the assessment process of children for whom English is a second language, and explores the relationship between assessment and the creation of effective instructional programs for second language learners.

EDU 721 Theories of Second Language Acquisition *3 credits*

This course relates theory and research regarding first language acquisition to the process of acquiring a second language. The course also presents specific cognitive, social, and educational aspects of bilingualism.

EDU 722 Supervised Student Teaching and Seminar in TESOL *6 credits*

Prerequisites: 24 credits in TESOL program; 3.0 G.P.A. cumulative G.P.A.; satisfactory health and speech evaluations; satisfactory personal and professional qualifications; satisfactory faculty recommendations; and a student teaching application.

Supervised student teaching is provided for students who are completing their preparation for (PrerequisiteTjs(h(t)-62(i)-31(n)-62(g)-31()-12irs.)Tj/T1_ Hnequired.)Tjd(and educational as students whor5(ma0 Tw 18s5s)-62(i-ho

EDU 738 Student Teaching Practicum and Seminar: Teacher of Children with Speech, Language, and Hearing Disabilities *3 credits*
Attendance at weekly seminars is required.

A program of supervised teaching two full days per week for a minimum of 16 weeks. This practicum is for those students who have earned a certificate of qualification for teaching; a provisional certification or a permanent certification for teaching in another discipline.

EDU 743 Legal Issues for Teachers *3 credits*
 Problems and issues of high interest to the classroom teacher. Guest speakers and an independent project are part of the format. Topics may include such issues as child abuse, free speech, equity and segregation, religion in the schools, and censorship.

EDU 760, 761 Elementary Internship/Student Teaching *3 credits each*
 This two-semester course is required for elementary school interns in the Adelphi Internship Program. Students are observed in their classroom by both mentor teachers in the school and University supervisors. Students are required to attend weekly seminars in general and specific problems of teaching.

EDU 762, 763 Internship Student Teaching Secondary Schools *3 credits each*
 This two-semester course is required for secondary school interns in the Adelphi Internship Program. Students are observed in their classroom by both mentor teachers in the school and University supervisors. Students are required to attend weekly seminars in general and specific problems of teaching.

EDU 764 and EDU 767 Internship Student Teaching TESOL *3 credits each*
 This two-semester course is required for TESOL secondary school interns in the Adelphi Internship Program. Students are observed in their TESOL classroom by both mentor teachers in the school and university supervisors. Students are required to attend weekly seminars in general and specific problems of teaching.

EDU 765, 766 Inter- *3 credits each* e q u i r 3 creeach

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 L u c r a s a s u r v e y l e m c h i l d - e n ' s l i

ELY 777 Literacy Summer Institute:

Examining Current Issues

3 credits

An opportunity for study of research and methods with scholars in whole language. Daily general sessions include presentations by whole language authorities who share their knowledge and expertise with participants. Daily workshop sessions focus on bridging the gap between theory and practice. Workshop leaders and presenters share their work experience using the whole language philosophy across the curriculum, from preschool through secondary school.

ELY 779 Balanced Literacy Perspectives

3 credits

Prerequisite: ELY 540.

Designed to bridge the gap between research in literacy devel-

communication is examined. Course work will include the development of counseling skills and referral resources for crisis intervention.

HED 703 Dynamics of 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.

HED 792 Fieldwork Internship 1 credit

This course provides students with a fieldwork placement where they can complete their supervised observation hours.

PHYSICAL EDUCATION

PED 500 Organization and Principles of Coaching 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 Scientific Foundations of Coaching 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 Care and Prevention of Injuries 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 Professional Seminar 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 Technology in Health and Physical Education 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 Health Related Fitness Education 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 Student Teaching in Physical Education 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 Workshops in Physical Education 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 Advanced Exercise Physiology 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 Clinical Aspects of Work Physiology 3 credits

Prerequisites: PED 463; or permission of department.

Familiarization with laboratory techniques in work physiology, including electrocardiography, stress testing, and testing and exercise prescription.

PED 621 Laboratory Investigation in Work Physiology 3 credits

Advanced study of the physiology of muscular exercise. Lecture and laboratory sessions will focus on the cardiovascular, respiratory, and neuromuscular exercise.

PED 623 Adult Fitness Programming 3 credits

Principles and practices of adult fitness programming. Emphasis is upon fitness evaluation and exercise programming and modification.

PED 624 Nutrition and Physical Activity 3 credits

Exploration of the interrelationship between nutrition and physical activity, obesity, and the role of activity in weight loss.

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ment of children and adults with a range of communication abilities. Topics covered include: therapeutic techniques/instructional strategies; reinforcement/motivation; group management; formal and informal assessment techniques; data collection/monitoring progress; self-evaluation; ethics; professional/continuing education; cultural diversity.

SPH 674 Clinical Practice in School Setting *3 credits*

Clinical practice in an elementary or secondary school setting for a minimum of 3 days per week. Weekly seminar to address issues related specifically to clinical practice in a school setting. Practicum experiences will be used to facilitate discussions about assessment and intervention, models of service delivery, cultural diversity, technology, classroom management, NYS standards, team collaboration, and child-specific concerns.

SPH 675 Clinical Practice in a Bilingual

School Setting

3 credits

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SPH 832 Management of the Acoustically 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.

Deaf Studies

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 fingerspelling. Deaf culture issues will be emphasized. Placement in the course other than beginning, will depend on satisfying completion of the previous course or permission of the

SPD 612 Cued Speech

1 credit

Students will learn how to use Cued Speech in a classroom setting. This will be a "hands on" course requiring that all students be competent in this method. Rationale and the historical development of Cued Speech will be discussed. The use of Cued Speech with children from a wide range of backgrounds will be emphasized. Cued Speech with children who are deaf or hard-of-hearing and speak a language other than English will be discussed.

SPD 620 Perspectives on Deafness

3 credits

Cultural, social and educational issues relating to deafness from infancy through adulthood will be explored. The effect of hearing loss on children's lives and the study of deaf culture will be studied. The historical, social, and legal foundations of deaf education as well as the employment issue related to this population will be discussed. The focus will

--TION Ceafness

3 credits

VI

SCHOOL OF
NURSING

School of Nursing

Alumnae Hall 220

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

Veronica L. Conners, *Associate Dean for Graduate Studies and Research*

Marilyn Klainberg, *Associate Dean for Undergraduate Studies*

Directors

Judith Ackerhalt, *Director of Nurse Administration Programs*

Stefni Bogard, *Director of Nurse Practitioner (NP) Programs*

Professors

Kathleen Bond
Elaine Pasquali
Caryle G. Wolahan

Associate Professors

Judith Ackerhalt
Althea Davis
Erica Kathryn
Marilyn Klainberg
Marybeth Ryan
Arlene Trolman

Assistant Professors

Stefni Bogard
Jacqueline Brandwein
Bonnie M. Ewing
Sue Greenfield
Teresa Mascitti
Jean Winter
Margaret Silver

Professional Philosophy

The mission of the master's program in nursing at Adelphi University is to facilitate the student's transition into advanced practice nursing roles, specifically the roles of nurse practitioner and nursing administrator; to foster the professional role development necessary for providing leadership in the delivery of healthcare; and to provide a foundation for doctoral study. At the master's level, nursing education is concerned with increasing specialization in the diverse the-

oretical foundations of nursing and specialization in advanced nursing practice. We expect that our graduates will contribute to the development of nursing as a profession through the development, implementation, and evaluation of advanced practice roles.

The emphasis of graduate education is on the development of scholarly critical thinkers with the ability to translate knowledge into practice. Through the process of critical inquiry, students learn to understand the nature of complex human and environmental systems and to develop strategies for effective intervention. Research concepts and skills are subsets of critical inquiry and are considered integral to the roles of nurse practitioner and nursing administrator. The master's curriculum is designed to provide the knowledge base and experience needed to evaluate research designs and methodologies and utilize research findings.

Members of the faculty assume that each student has the potential to be self-directed and the curriculum is structured to maximize student independence, personal development, professional accountability, and continuous learning.

The program is accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, New York 10006, (212) 363-5555). The School holds membership in the Council of Baccalaureate and Higher Degree programs of the National League for Nursing the American Association of Colleges of Nursing, and the National Organization of Nurse Practitioner Faculties.

Programs of Study

A. Master of Science

1. Adult Health Nurse Practitioner
2. Nursing Administration

B. Post-Master's Certificate Program

1. Adult Health Nurse Practitioner
2. Nursing Administration

C. Joint Master of Science/Master of Business Administration (M.S./M.B.A.)

D. Doctor of Philosophy (Ph.D.)*

* Currently not accepting new students

Degree Requirements for the Master of Science

Candidates for the degree of Master of Science must satisfactorily complete a program of study and submit a master's project. Candidates must also fulfill all requirements of the curriculum in which they are enrolled.

The required Master's Project is a scholarly paper for which a number of options are available. These include a project proposal that does not require implementation for graduation; completion of a qualitative or quantitative research project; an evaluation research project; or an educational or administrative project.

Degree requirements must be completed within five years after matriculation. At the end of the five-year period, the student's record is reevaluated in terms of the curriculum in effect at the time and the student is advised of any additional requirements for graduation. The responsibility of fulfilling degree requirements rests with the student.

Adult Health Nurse Practitioner Program

(48 credits)

The advanced nursing practice concentration entails in-depth study of adult-health nursing. The curriculum integrates theoretical knowledge and practical skills while exploring the issues and forces within the health care delivery system that affect the roles of the advanced practice nurse. Students have opportunities to work with advanced practice nurses and other health professionals in a variety of clinical settings.

Through study of the many facets of physical illness and nursing care, this component prepares students to become nurse practitioners in adult-health nursing. The program emphasizes scientific inquiry as a tool for building clinical knowledge and testing the validity of the theoraaespl(5(of)9-ass5(g)-mp5(io)-25(ner)(s)-1u(nd)-er15()-)-25titaaePram-nu(9edits)aaeNUR.

	Development for Nurse Administrators
NUR 769	Roles and Functions of the Nurse Administrator
NUR 770	Seminar and Practicum in Nursing Administration

Research Courses (6 credits)

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

Business Administration Requirements

(42 credits)

OPR 507	Mathematics for Managers
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 Production and Total Quality Management (TQM)
FIN 734	Building Shareholder Value Through Competitive Analysis
HRM 765	Developing World Class Human Resources
HHM 772	Org. Sys. Delivery of Health Care
HHM 776	Hospital and Healthcare Finance

* Plans of study for students are developed individually in consultation with the faculty advisor.

Post-Master's Certificate Programs

Designed for students who already hold a master's degree in nursing, the Advanced Certificate program provides an educational route to respecialize in an area other than that studied in their master's program. The program aims to strengthen the administrative or clinical capability of master's-prepared nurses who are planning or are already involved in a role expansion or role change. Some examples are: the clinical specialist who is moving into an administrative or nurse practitioner role; and the nurse whose major was teaching and who wishes to become a nurse practitioner.

The program is individualized for each applicant. It is a part-time course of study that includes 24–30 credits of master's courses, at least 12 of which must be taken at Adelphi University. The certificate is awarded upon successful completion of required courses. Prior graduate courses are evaluated for possible advanced standing in the certificate program.

Areas of study include nurse practitioner in adult health nursing and nursing administration.

Adult Health Nurse Practitioner

(28–30 credits)

Specialty Core Courses

NUR 761	Advanced Practice Roles and Functions
NUR 762	Advanced Pathophysiology

Spectiti24Core Courses

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NUR 640 Summer Clinical Practicum
NUR 653 Adult Health Nursing III:m

Requirements for the Adult Health Nurse Practitioner (AHNP) Program:

In addition to the general requirements, applicants to the AHNP program should have two years of clinical nursing practice prior to enrolling in the specialty courses.

Requirements for the Post-Master's Certificate (PMC) Program:

In addition to the general requirements, applicants to the PMC program must have completed a master's degree in nursing.

Requirements for the Master of Science in Nursing and Master's in Business Administration (M.S.N./M.B.A.) Program:

In order to be admitted to the M.S.N./M.B.A. program, an applicant must:

1. Be currently licensed as a registered professional nurse in the state of New York or eligible for licensure in the state of New York;
2. Have completed a baccalaureate degree in nursing from an accredited undergraduate nursing program with a cumulative grade point average of 3.0 (B) or better. If the undergraduate degree is in a field other than nursing, the applicant must achieve a passing score on the National League for Nursing Comprehensive Baccalaureate Achievement Test;
3. Have two years of clinical nursing practice prior to enrolling in the specialty courses, one year of which should be in nursing administration;
4. Complete the Graduate Management Admissions test (GMAT);
5. Submit a statement of personal objectives;
6. Submit one application and one set of transcripts, references and other supporting documents to the Office of University Graduate Admissions.

Requirements for the Doctor of Philosophy (Ph.D.) Program:

In order to be admitted to the Ph.D. program, an applicant must:

1. Be currently licensed as a registered professional nurse in the state of New York or eligible for licensure in the state of New York;
2. Have completed a master's degree in nursing or, if the master's degree is in a field other than nursing, complete additional requirements as determined by the faculty;
3. Have two years of clinical nursing practice prior to enrolling in the program;
4. Provide official transcripts of all academic work;
5. Submit three letters of reference, one of which is from a faculty member in the applicant's master's program;
6. Submit a curriculum vitae and a statement of goals in undertaking doctoral study;
7. Have completed the Graduate Record Examination with a minimum score of 1100;
8. Satisfactorily complete an admission interview.

International Student Requirements:

International applicants to all graduate programs in the School of Nursing must have obtained a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) within the last two years; a declaration and certificate of finances; and certified English translations of all prior academic records.

The faculty reserves the right to require additional supportive data or prerequisites from applicants to all programs.

Advanced Standing

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.

Matriculation

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

Textbook and Study Guide

Expenses

Students can expect to spend between \$200

School of Nursing Learning Center

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 mannequins 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 Organizations

The School of Nursing Acting for Progress (SNAP) is an organization composed of all students in the School of Nursing. It was formed to bring 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.

Honors in Nursing

Sigma Theta Tau International, Inc.

The School of Nursing's honor society is the Alpha Omega Chapter of Sigma Theta Tau International, Inc., the International Honor Society of Nursing. The purposes of this organization are to:

- Recognize the achievement of scholarship of superior quality.
- Recognize the development of leadership qualities.
- Foster high professional standards.
- Encourage creative work.

- Strengthen commitment on the part of individuals to the ideals and purposes of the profession of nursing.

Graduate students who have achieved a grade-point average of 3.5 at the graduate level and who have successfully completed one-quarter of the graduate program may be considered for membership.

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

sists of three hours of lecture and two credits of clinical practice.

NUR 638 Adult Health Nursing II:
Theory and Clinical *5 credits*
Prerequisites and Corequisites: NUR 602, 633, 761, 762, 763, 764.

This five-credit theory and clinical course is designed to expand the student's knowledge obtained from Adult Health

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course consists of two hours of theory and two credits of clinical practice.

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 Nursing 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 further enhanced as students compare studies in an area of interest and cluster present knowledge within that area. The processes of planned change and nursing research utilization are also explored, with an emphasis on the interrelationship between them. Students have the opportunity to discuss their current/proposed research in seminar sessions.

NUR 751 Project Advisement *0 credits*
(Fee course—equal to 3 credits)

In this noncredit individual advisement, students work with their master's project advisor towards completion of the master's project. Students are expected to register for advisement

**NUR 770 Seminar and Related
Practicum in Nursing 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 795 Independent Study 1-6 credits
This course provides an opportunity for students and faculty to design learning experiences that are of particular interest



SCHOOL OF
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School of Social Work

Social Work Building

Brooke E. Spiro, *Dean*
Email: spiro@adelphi.edu

Maxine Lynn, *Assistant Dean for Academic
Affairs*
Peter Chernack,

- Human Resources Management Certificate Program

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 foundation curriculum provides the knowledge, skills, values, and ethics essential to all forms and levels of generalist social work practice. In the second year of the program all students complete a concentration in contemporary, direct practice and are prepared to be advanced, social work practitioners.

Organization and Structure of the Curriculum

All students in the first year of the Adelphi

ond year, students complete a minimum of 600 hours of field instruction in advanced, direct social work practice. Advanced Standing students may, in certain instances, be required to complete additional hours of field instruction if the candidate'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. Course of Study

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. The concentration is composed of Advanced Social Work Practice with Individuals, a choice of Advanced Social Work Practice with Groups or Advanced Social Work Practice with Families and Couples, Social Work Assessment and Diagnosis, and the field internship. Students may register for the third practice course, which is not part of their concentration, as an elective.

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

SWK 786 Advanced Social Work
Practice with
Families/Couples

SWK 7** Elective

SWK 791 Field Instruction IV

Admission Requirements

Admission Process

Each step of the admissions process is designed to contribute information about the qualifications of the candidate. The application form, transcripts, references, and the interview are used to elicit relevant data.

Application Form

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 writing and conceptual abilities.

References

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 for whom the written materials are insufficient to arrive at a judgment as to the applicant's ability to successfully pursue graduate study in social work. 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 a variety of 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.

graduate degree in the School of Social Work and be in financial need.

The Rita Paprin Memorial Scholarships

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. 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 social work.

The Henry William Niebuhr Scholarship

The Henry William Niebuhr Scholarship is awarded to a B.S.S.W. or M.S.W. student who has decided to change careers in midlife and has returned to school in order to prepare for a career in substance abuse services. To qualify the student must have an excellent academic record.

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

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The course must have been taken within five

years of the date of application for admission to the program. The course must be taken at the University of North Carolina at Chapel Hill or at a college or university that is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and is a member of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Bilingual School Social Work Program

The Bilingual School Social Work Program is a 70-credit program leading to the M.S.W. degree and a Certificate in bilingual school social work. This certificate is recognized by the New York State Education Department. This program is designed for bilingual individuals interested in working as a bilingual social worker in a New York State primary or secondary school setting. Sixty-four credits are taken within the M.S.W. program and 6 credits are taken within the School of Education. This program can be completed either full-time or part-time with the two education courses taken after completion of the M.S.W. degree requirements.

Adelphi/Hudson Valley M.S.W. Program

The Adelphi/Hudson Valley program offers individuals living in Hudson Valley an opportunity to begin their graduate education in social work in a convenient location as either full-time or part-time students. The program is designed to meet the needs of those interested in pursuing the Master of Social Work (M.S.W.) degree as well as those wishing to explore their options in the field of social work. Criteria for admission are identical with those in Garden City.

All programs offered as part of the regular graduate programs are available to Hudson Valley students as well. All first-year courses are offered at the Hudson Valley program site in Poughkeepsie, New York. In the Fall semester of the second year of the program students attend classes one day per week at the main campus of the School of Social Work on Long Island and return for the final semester of study to Poughkeepsie. Field placements for both first- and second-year students are arranged in agencies in the Hudson Valley area.

All courses offered in the Hudson Valley use the same outlines, bibliographies, and assignments as the courses offered on the main campus.

The scheduling of courses and their mode of delivery follow the same pattern as those offered in Garden City. Uniform exams or assignments related to sequences are also used in the Hudson Valley program.

Admission to the Hudson Valley program is handled centrally by the Admissions Office in Garden City, using the same criteria and procedures governing applicants to the main campus. All decisions regarding admission are made by the Coordinator of Admissions in Garden City in concert with the Admissions Committee chaired and composed of full-time faculty.

For further information contact:

Eileen Chadwick
Adelphi/Hudson Valley Program
457 Maple Street
Poughkeepsie, NY 12601
Telephone: (845) 471-3348

Manhattan Center M.S.W. Program

The School of Social Work offers M.S.W. degree courses at the Manhattan Center. Students have the opportunity to pursue the master's degree program by taking evening courses on a full- or part-time basis. Some courses must be completed on the Garden City campus. On-site support services in Manhattan include academic and field advisement, full computer, and library facilities.

All courses offered in Manhattan use the same outlines, bibliographies, and assignments as the courses offered on the main campus. The scheduling of courses and their mode of delivery follow the same pattern as those offered in Garden City. Uniform exams or assignments related to sequences are also used in the Manhattan program.

Admission to the Manhattan program is handled centrally by the Admissions Office in Garden City using the same criteria and procedures governing applicants to the main campus. All decisions regarding admission are made by

the Coordinator of Admissions in Garden City in concert with the Admissions Committee.

For further information contact:

Mary E. Remito,
Manhattan Center
75 Varick Street
New York, New York 10013
Telephone: (212) 965-8359

Doctor of Social Welfare

The Doctor of Social Welfare program prepares students for leadership positions in social

vices of professionals who have advanced specialized training and understanding in substance abuse and addiction treatment and prevention. Students, taught by experienced clinician-teachers, will learn cutting edge skills and concepts that can be integrated immediately into direct practice.

Practitioners with a bachelor's degree in social work or an M.S.W. degree, or professionals with related graduate-level degree, are eligible to enroll. This curriculum establishes the practitioner as a specialist in working with addiction and, for most students, satisfies all educational requirements for the Credentialed Alcohol and Substance Abuse Counselor Certification (CASAC). Post-master's and post-baccalaureate practitioners also can choose to take selected courses for CASAC recertifying credits or for knowledge and skill enhancement. The program is organized over two academic years including a short summer session. Classes are held one evening per week and provide some opportunity for informal discussion and networking.

Post-Master's Certificate Program in Bilingual School Social Work

This 16 credit post-master's program is designed for bilingual M.S.W. graduates, who are seeking N.Y. State Certification in Bilingual School Social Work. To apply, please submit your application, your M.S.W. final transcript, and an essay describing your interest in bilingual school social work and in securing the certificate.

This program is also available to current Adelphi M.S.W. students. For more information, please contact Ms. Marcia Edwards, Coordinator of Admissions for the School of Social Work, at (516) 877-4384/60.

Human Resources Management Certificate Program

M.S.W. students are eligible to enroll in a joint program with the School of Business leading to a certificate in Human Resources Management that requires nine additional credits beyond the M.S.W. degree. The certificate program is 15 credits: the SWK 722 course is applied toward the certificate so that the M.S.W. student takes four rather than five business school courses to complete the certificate. One of the four courses is counted toward the M.S.W. in lieu of a social work elective and is taken during the final year of M.S.W. study. The remaining nine credits for the certificate are taken in the year following receipt of the Master's of Social Work.

COURSES OF INSTRUCTION

SCHOOL OF SOCIAL WORK

M.S.W. Courses

Social Welfare Policy and Organization Sequence

SWK 500 Issues in Social Welfare I: History and Philosophy of Social Welfare 3 credits

This introductory course in social welfare policy focuses on five major themes: the development of social work as a profession; the emergence of social welfare institutions in the United States; the experience of oppressed populations in the United States; the contributions of social work and social movements to the reduction of oppression; and the changing role of government in social welfare. These themes are examined with an emphasis on the philosophical, economic, social, and political forces that shaped the development of social work and social welfare in the United States. The course covers the period of time from the post-bellum or Reconstruction era to the present.

SWK 501 Issues in Social Welfare II: Inequality, Inequity, and Social Justice 3 credits

Prerequisite: SWK 500.

This course develops students' ability to analyze, design, and enact social policies based on an understanding of the factors that contribute to the existence of contemporary social problems, especially economic and social inequality and the oppression of specific population groups. The course focuses on: frameworks for social policy analysis and development; conceptualizing, defining and developing solutions to social problems; economic and social inequality as a fact of contemporary society; the unequal treatment of specific population groups; major political perspectives on the role of government in redressing inequality; the role of social movements in defining and reducing social problems; and how social workers can contribute to the achievement of social justice in the United States.

SWK 722 Organizational Context for Professional Practice 3 credits

Prerequisite: SWK 501 and 691.

This course provides conceptual frameworks for understanding the role of professional social workers in organizational settings and expands students' capacities to maximize their practice effectiveness in organizations, provide organizational leadership, and contribute to constructive organizational change. Drawing on organizational sociology, social administration, and students' practice experiences, the course examines the organizational goals, structures, environments, and

processes that impact on service strategies, case decisions, and the achievement of professional objectives.

Human Behavior and the Social Environment Sequence

SWK 510 Human Behavior Theory for Social Work Practice I 3 credits

This is the first of two courses that stresses critical thinking in regard to theoretical perspectives on human behavior. The course presents the bio-psycho-social perspective with a particular emphasis on multiculturalism. This is followed by an exploration of the various social systems that impact human behavior. This exploration includes an analysis of a variety of theories and application to the social systems students address in practice. The course introduces theories about and perspectives on the human life span and begins a discussion of the life cycle, which is continued in SWK 511, covering conception through middle childhood.

SWK 511 Human Behavior Theory for Social Work Practice II 3 credits

Prerequisite: SWK 510.

This course builds on the foundations acquired in SWK 510 and continues with a multicultural perspective on the human life cycle. It begins with a brief review of the theoretical perspectives covered in SWK 510. It introduces ego psychology and functional and dysfunctional ego mechanisms as well as providing an exploration of concepts relating to stress and coping. It continues the discussion of the human life span in SWK 510 in the context of social systems and relevant theory. The period beginning with adolescence and ending with death is examined.

SWK 542 Oppression, Diversity, and the Struggle for Human Rights 3 credits

Prerequisite or corequisite: SWK 500.

This course emphasizes the systematic nature of oppression

mood disorders, personality disorders, substance abuse, dementia and schizophrenia, as set forth in the Diagnostic and Statistical Manual (4th edition). Emphasis is placed on the explanatory power of theories to inform practice on behalf of people with mental illness.

Social Work Research Sequence

SWK 557 Social Work Research I 3 credits
Prerequisite or corequisite: SWK 500.

This course provides students with the basic tools needed to understand and participate in social work research. It integrates material from epistemology, research design, data collection, management and analysis into a coherent view of the social research process. The purpose of this course is to prepare professional social workers who understand the means necessary to contribute to the formal development of the profession's knowledge base and are able to participate meaningfully 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.

Social Work Practice Methods Sequence

SWK 520 Foundations of Social Work Practice I 3 credits
Corequisite : SWK 690 or 590.

170 SCHOOL OF SOCIAL WORK COURSES

social agency under professional social work supervision. There is an emphasis on developing foundation skills for work with individuals, families, groups, and communities. **SWK 691** comprises the second half of a year-long field instruction internship completed during the first year of the M.S.W. program.

SWK 790 Field Instruction III 4 credits
Prerequisite: SWK 691.
Corequisite: SWK 780 or 782 or 786.

SWK 791 Field Instruction IV 4 credits
Prerequisite: SWK 790.
Corequisite: SWK 780 or 782 or 786.

SWK 790 comprises the first half of a year-long, 600-contact-hour field instruction internship completed during the second year of the M.S.W. program. Students are assigned to field agencies and engage in advanced, direct social work practice with individuals, families, couples, and small groups. Students are expected to complete a minimum of 600 hours of internship during SWK 790 and 791. **SWK**

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 Psychosocial Issues in Dealing with 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 in the Prevention and Treatment of Chemical Dependency 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 inter-ventive 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 interventive 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 Selected Issues in Social Work Practice 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 with Gays, Lesbians, Bisexual and Transgendered Persons 3 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 the 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 741 Child Abuse and Neglect 3 credits*Prerequisite: SWK 521.*

This course provides an overview of the social problem of child abuse and neglect. A multi-systemic approach to the recognition, understanding and amelioration of child maltreatment is offered. Various models of prevention and intervention services for abused and neglected children and their families are explored.

SWK 748 Legislative Activities and Community Processes 3 credits*Prerequisite: SWK 521.*

This course addresses social work and its relationship to legislative activities and community action. It focuses on the development of a critical perspective on political processes as they relate to the mission and functions of social work. The role of social worker as advocate and lobbyist is explored via experiential learning in Albany. Current legislative issues and their implications for the field of social work are assessed.

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 851 Methods of Data Collection and Analysis

3 credits

Prerequisite: successful completion of SWK 850.

This course focuses on the interaction between statistical concepts, research design, and the practice of data analysis. Topics will include levels of measurement, sampling distributions, research design, analysis of variance, multiple and partial correlation, and computer analysis of data. Students will use an existing data base to carry out computer analysis of data.

SWK 853 Research Seminar in Social Work

3 credits

Prerequisites: an approved dissertation research proposal, and successful completion of SWK 854.

The focus of this seminar is on implementing the research proposal, including pretesting measuring instruments; selecting and securing the cooperation of a sample; the preparation of a data collection package; the collection of data, analysis, presentation and 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 on Proposal 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 the problem, conceptual rationale for the 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. The culmination of the semester's work will be a tentative research proposal.

SWK 860 Social Work and Social Sciences

3 credits

This course is designed to broaden and deepen students' knowledge of social science theory with particular relevance to social work. New frontiers in theory development will be examined. The course is perforce interdisciplinary.

SWK 880 Writing for Professional Publication

3 credits

This course is concerned with the development of cogent ideas and convincing arguments, culminating in the production of scholarly manuscripts that all students submit for publication as a requirement of the course. The politics of publication is discussed, as is the uses and abuses of ideas in the context of professional writing.

SWK 882 Comparative Approaches to Social Work Research: Qualitative

3 credits

This course focuses on understanding epistemological and methodological aspects of qualitative research. Issues and challenges in the process of planning and conducting qualitative research are discussed. Drawing on diverse traditions, the course identifies and examines strategies for addressing these issues and challenges.

VIII

ADMISSIONS

Admissions

Admission to Graduate Study

General Requirements for Admission

Applicants must hold a baccalaureate degree from an accredited college or university. The following supporting documents should be submitted to the Office of University Graduate Admissions, Levermore Hall 114:

1. Completed and signed application for admission and \$50 application fee.
2. An official transcript or transcripts for all previous college and university work.
3. Appropriate test scores (check with your school and/or department).
4. Completed recommendation forms.
5. Students who have lived in the United States less than three years and are from a non-English-speaking country need to submit a TOEFL or APIEL score.

Besides these general requirements, particular programs may specify additional requirements. Applicants should review the statement on admission that appears within the section of this *Bulletin* for each school.

For further information, call or write:
 Office of University Admissions
 Levermore Hall 114
 Adelphi University
 Garden City, NY 11530
 (516) 877-3050

Admission to Graduate Standing

To be admitted to candidacy in any graduate program leading to a master's or doctoral degree, applicants must possess a baccalaureate from an accredited college or university and must present evidence of their qualifications for advanced study.

In addition to these general requirements, the specific prerequisites for admission to a particu-

lar graduate program should be carefully noted. Applicants who are otherwise acceptable for candidacy but who lack special course prerequisites may be admitted as nonmatriculants. When they have satisfactorily fulfilled such background requirements, they are automatically accorded the status of matriculated degree candidates. (See also the additional requirements of individual schools.)

Provisional Admission

Applicants for degree candidacy who show promise for advanced study but have some deficiencies in their scholarly credentials may be admitted on a provisional basis. Such status must be approved by the school in which the student seeks candidacy.

In qualifying for status as degree candidates, provisional students are required to obtain grades of B or better in each course or a 3.25 grade-point average during an initial 12-credit probationary period. Students who fail to achieve at this level are disallowed from pursuing further course work in the degree program.

Admission of Nondegree Students

Students who wish to undertake graduate study but who do not intend to become candidates for a higher degree are classified as non-degree special students. This classification includes those who wish to enter special certificate or professional diploma programs, those who take selected courses to earn credit, and those who enroll as summer visitors. In order to gain admission, such students must file a non-degree application form and present evidence of a baccalaureate degree. Entry to certificate and diploma programs may require evidence of additional credentials.

Students who are teachers and wish to meet state certification requirements but who do not plan to become degree candidates are also admitted with nondegree status.

Nondegree special students are permitted to enroll in only those courses that have been

specifically designated by departments as being available to such students. Individual exceptions require special permission by the coordinator of the program in which the student wishes to enroll and by the appropriate dean.

Nondegree special students are limited to a maximum of 12 credits in courses regularly applicable to a graduate degree. Waiver of this

EXPENSES AND
FINANCIAL AID

Tuition and Fees

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, by phone with Mastercard or Visa, or via the Web at www.adelphi.edu. 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 2002–2003 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 Rates*

2002–2003

Academic Year

Graduate, Full-Time

Social Work and Education STEP Program (12 or more credits per semester) Tuition and University Fees (\$500 nonrefundable)	\$18,800
Communicative Disorders (12 or more credits per semester) Tuition and Fees (\$500 nonrefundable)	\$19,400
Gordon F. Derner Institute of Advanced Psychological Studies (IAPS).....	\$23,200

Graduate, All Other Programs

Tuition, per credit hour.....	\$565
Tuition, per credit hour (Communicative Disorders 1–11 credits per semester)	\$585
Tuition, per credit hour (IAPS—1–11 credits per semester)	\$670
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 Charges

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.....	Variable (Specified after each course in the <i>Directory of Classes</i>)
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.

Please Note: *Tuition and fee rates for the 2003–2004 academic year were unavailable at time of publication. Check

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.

Deferred Payment Plan—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.

Monthly Payment Plan—Many students have indicated a preference to pay on a monthly basis. Adelphi offers the Academic Management Services (AMS) Budget Plan which provides for

Refund Schedules

Title IV Recipients

Effective Fall 2000, Adelphi University will adopt a new refund policy that conforms to the updated version (Section 668.22) of the Higher Education Amendments of 1998. In accordance with federal regulations, students who withdraw entirely from all classes at the University and have Federal Title IV financial assistance (Federal Stafford Loan, Federal Parent Loan for Undergraduate Students, Federal SEOG, Federal Perkins Loan, or Federal Pell Grant) that has been credited or could have been credited to their account, will be subject to both Federal Policy regar

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

Contact your graduate school/department to obtain applications and specific eligibility requirements.

Adelphi University Scholarships

Adelphi University offers scholarship opportunities to graduate students pursuing graduate degrees in Business or Social Work. Contact the School of Business or the School of Social Work for more information.

Graduate Nursing Loan

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.

Federal Work Study Program (FWS)

This program provides employment for students demonstrating financial need. Jobs are on campus. The maximum amount a recipient can earn is determined by financial need.

New York State Aid Programs

Tuition Assistance Program (TAP)

New York State awards grants to New York residents attending New York schools. Grants range from \$75 to \$550 and are based on the total family income. Students must be enrolled full time (12 or more credits per semester) to be eligible.

TAP applications will be generated by New York State after the student's FAFSA form has been processed. Applications are mailed to the student beginning in April each year. The TAP application must be completed and returned to New York State for processing before a student's N8-474-5642..01 -12 Td96[(total)-25(Adelphi Universdet-125(F)50(School C

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 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 Program

- 1) CitiAssist
- 2) Signature Student Loan
- 3) Grad Excel Loan
- 4) Teri Loan
- 5) Key Alternative Loan

Lender

Citibank
 Sallie Mae
 Affiliated Lenders
 Nellie Mae
 Multiple Lenders
 Key Bank, USA

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

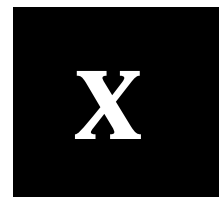
Nondegree Students

Individuals registering for courses in the University without applying to the Admissions Office for degree status are considered nondegree 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
Levermore Hall, Room 9
Adelphi University
South Avenue
Garden City, NY 11530



RULES AND
REGULATIONS

University Regulations

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

drawing from a course. Meeting acad11 usdiotmeuotdvD12-

Attendance

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.

Deadlines

Every semester graduate students have sufficient opportunities to reconsider, for a period of time, their selection of courses. The Academic Calendar (which can be found in the front of this *Bulletin*) sets forth the specific deadlines for decisions about, and adjustments to, their registration. This includes adding and dropping courses, changing grading options, and with-

Eligibility

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.

Continuous Matriculation

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

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 Residence

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 Candidacy for the M.A., M.S., M.B.A., M.S.W.,

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for advanced standing. Credit for courses with a grade of C or lower are not transferable.

Students must initiate requests for such trans-

Withdrawing 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.

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go to the office of the appropriate academic dean;

- Postponed examinations may be requested only by students who are seriously ill or

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 Changes

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

XI

FACULTY

EMERITI

RECENT HONORARY
DEGREE RECIPIENTS

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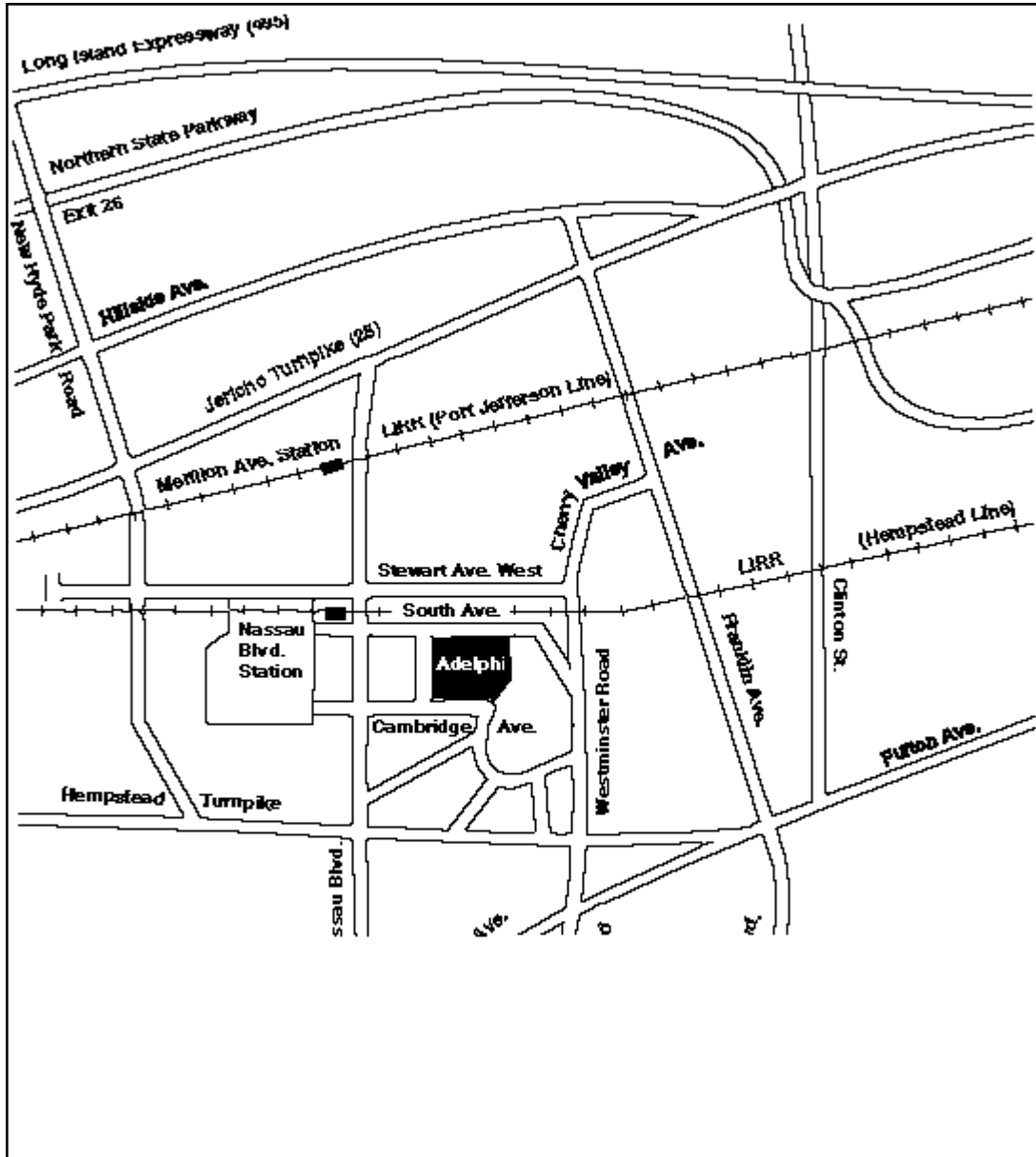
How to Reach the Adelphi Garden City Campus

By Airplane:

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 LaGuardia Airport — Take the Grand Central Parkway East; this becomes Nor

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Directions to Adelphi University's Manhattan Center

Adelphi University's Manhattan Center is located in Tribeca at 75 Varick Street, 2nd Floor, New York, NY 10013 at the corner of Varick and Canal streets.

By Subway:

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 the Canal Street stop which is at the corner of 6th Avenue and Canal. Walk two blocks west to Varick Street and one block north to the main entrance. The L train also runs in Manhattan on 14th Street; take it to the 6th Avenue stop and transfer to the No. 1 or 9 trains heading downtown.

By Bus:

The M10 bus stops directly in front of the Center. Connections for the M10 can be made with any intersecting service on Seventh Avenue heading downtown, and Eighth Avenue heading uptown.

By LIRR or NJ Transit:

Take the train into Penn Station, New York, and follow the subway directions above.

By Car:

Adelphi University's Manhattan Center is located in Tribeca on the west side of Manhattan on Varick Street [one way heading downtown (South)] at Canal. Traveling west on Delancey or Houston Streets, make a left turn on Varick Street and head downtown. Traveling on Canal Street, make a right onto Sixth Avenue. Proceed two blocks until Watts Street. Make a left turn, go one block, and make next left onto Varick Street

Directions to the Hauppauge Center

Adelphi University's Hauppauge Center is located at 55 Kennedy Drive and is off Motor Parkway, just north of the intersection of Motor Parkway and the Long Island Expressway.

Via Long Island Expressway (Route 495):

Traveling east

Take the Long Island Expressway to Exit 55 (Motor Parkway). From the service road, turn left at the first traffic light, onto Motor Parkway. Then turn right at the third traffic light (Kennedy Drive). Go a short distance and turn right into Adelphi's Hauppauge Center at 55 Kennedy Drive.

Traveling west

Take the Long Island Expressway to Exit 55 (Motor Parkway). From the service road, turn right at the first traffic light, onto Motor Parkway. Then turn right at the second traffic light (Kennedy Drive). Go a short distance and turn right into Adelphi's Hauppauge Center at 55 Kennedy Drive.

Via Northern State Parkway:

Traveling east, take the Northern Parkway to Exit 37A and merge onto the Long Island Expressway (Route 495) East. Take the Long Island Expressway to Exit 55 (Motor Parkway). From the service road, turn left at the first traffic light, onto Motor Parkway. Then turn right at the third traffic light (Kennedy Drive). Go a short distance and turn right into Adelphi's Hauppauge Center at 55 Kennedy Drive.

Via Southern State Parkway:

Take the Southern Parkway to Exit 41A (Sagtikos Parkway North). Take the Sagtikos Parkway to Exit S1 East (Route 495 - Long

Island Expressway). Take the Long Island Expressway to Exit 55 (Motor Parkway). From the service road, turn left at the first traffic light, onto Motor Parkway. Then turn right at the third traffic light (Kennedy Drive). Go a short distance and turn right into Adelphi's Hauppauge Center at 55 Kennedy Drive.

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