



2004-2006
Graduates Bulletin



ADELPHI
UNIVERSITY

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G R A D U A T E
B U L L E T I N
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ADELPHI UNIVERSITY GRADUATE BULLETIN, VOLUME 13, SEPTEMBER 2004

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 Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104-2680, (215) 662-5606; the New York State Education Department, 9 Washington Avenue, Albany, NY 12234, (518) 474-3852; the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C. 20036-1120, (202) 887-6791 (the baccalaureate and master's degree programs in nursing); the American Psychological Association, 750 First Street, NE, Washington, D.C. 20002-4242, (800) 374-2721; the American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852; and the Council on Social Work Education, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457, (703) 683-8080. Adelphi University is a member of the 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, 2004. 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.

Abi@ 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

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Fall 2004

Saturday, August 28
Classes Begin

Saturday, September 4 – Monday, September 6
Labor Day Weekend – No classes

Friday, September 10
Late Registration Ends
Last Day to Add a Class

Wednesday, September 15

S ing 2005

Wednesday, January 19

Classes Begin

Friday, January 28

Late Registration Ends

Last Day to Add a Course

Final Date for Submission of Graduation

Applications for May 2005

Friday, February 11

Last Day to Drop a Course

Last Day to Change Grading Option

Monday, March 14

Planning for Summer and Fall 2005

Registration Opens

Friday, March 18

Last Day to Withdraw from a Course

Monday, March 21 – Sunday, March 27

Spring Break

Monday, April 4

Academic Calendar 2005-2006*

Fall 2005

Saturday, August 27
Classes Begin

Saturday, September 3 – Monday, September 5
Labor Day Weekend – No Classes

Friday, September 9
Late Registration Ends
Last Day to Add a Course

Friday, September 23
Last Day to Drop a Course
Last Day to Change Grading Option
Final Day to Submit Graduation Application
for January 2006

Monday, October 3
Rosh Hashanah – No Classes to Begin
After 3 p.m.

Tuesday, October 4
Rosh Hashanah – No Classes

Wednesday, October 12
Yom Kippur – No Classes to Begin After
3 p.m.

Thursday, October 13
Yom Kippur – No Classes

Friday, October 14
Final Day to Submit Graduation Application
for May 2006 (to have name appear in book)

Monday, October 17 – Friday, October 18
Midpoint of Semester

Friday, October 28
Last Day to Withdraw from a Course

Wednesday, November 23
No Classes

Thursday, November 24 – Sunday, November 27
Thanksgiving Break – No Classes

* Dates are subject to change

Tuesday, December 13
Emergency/Study Day

Friday, December 16
Emergency/Study Day

Saturday, December 17 – Friday, December 23
Finals Week

Friday, December 23
Last Day of Classes

Spring 2006

Wednesday, January 25
Classes Begin

Friday, February 23
Late Registration Ends
Last Day to Add a Course
Last Day to Submit Graduation Application
For May 2006

Friday, February 17
Last Day to Drop a Course
Last Day to Change Grading Option

Friday, March 17
Last Day to Withdraw from a Course

Monday, April 10 – Friday April 16
Spring Break – No Classes

Monday, April 17
Classes Resume

Wednesday, May 10 – Thursday, May 11
Emergency/Study Days

Friday, May 12 – Thursday, May 18
Finals Week

Thursday, May 18
Last Day of Classes

Saturday, May 20
Doctoral Hooding Ceremony

Sunday, May 21
Commencement

S@nme 2006

First Session

Monday, May 29
Memorial Day

Tuesday, May 30
Summer I Classes Begin

Friday, June 2
Late Registration Ends
Last Day to Add a Course

Friday, June 9
Last Day to Drop a Course
Last Day to Change Grading Option
Final Date for Submission of Graduation
Application for August 2005

Friday, June 16
Last Day to Withdraw from a Course

Sunday, July 2
Summer I Classes End

S@nme 2006

Second Session

Monday, July 10
Summer II Classes Begin

Friday, July 14
Late Registration Ends
Last Day to Add a Course

Friday, July 21
Last Day to Drop a Course
Last Day to Change Grading Option

Friday, July 28
Last Day to Withdraw from a Course

Sunday, August 13
Summer II Classes End

AN ADELPHI
EDUCATION

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 as

While universities around the country have been eliminating faculty, we have hired more than 100 new professors since 2001. To ensure that our scholars have the resources needed to reach their goals, we have invested millions of dollars in infrastructure. We have renovated our

School of Social Work

The School of Social Work prepares professional social workers who are committed to social justice and who work for the resolution of social problems at the individual, group, and community levels. Preparation for the profession is done within the context of a broad liberal arts education that emphasizes the importance of

The Hudson Valley Center

Adelphi's Hudson Valley Center, which has been granted the designation of education center by the New York State Education Department, is centrally located in Poughkeepsie, New York, and covers Dutchess, Ulster, Orange, Putnam, Sullivan, and Columbia counties.

The Hudson Valley Center has embraced a tradition of quality social work education, with an emphasis on small classes and highly personalized attention, for more than 30 years. The Center's strong academic foundation is enhanced by its close relationship with diverse social service organizations. The staff and administration provide individualized internship planning that best suits a student's career goals and geographic preferences. Graduates of its M.S.W. program go on to work in the region's most renowned social service agencies and provide an ever-expanding network of contacts for students.

The Hudson Valley program offers individuals living in the region an opportunity to pursue their graduate education in social work in a convenient location, as either full time or part time students. Courses are offered in the evening and on Saturday. Cng

Information Technology and Resources

Adelphi's Office of Information Technology and Resources provides technology related services to both the academic and administrative sectors of the University. The Office of Information Technology and Resources is located on the lower level of the Business Building at the Garden City campus. Students and faculty are provided a wide variety of technologies and services. Users have access to general and special-purpose computer labs, several midrange Unix enterprise-wide servers, office automation and technical software, as well as consulting, help desk, and faculty support services. The Office of Information Technology and Resources provides six general-access computer labs at the following locations: the Business Building, 110; the Science Building, 227 and 236; and the Gallagher, Hay, and Information Commons areas located in Swirbul Library.

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 12:00 midnight; Friday 8:00 a.m. to 8:00 p.m.; Saturday 10:00 a.m. to 8:00 p.m.; and Sunday from 12:00 noon to 12:00 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 their PCs. Furthermore, 18 smart classrooms are available throughout the campus. The rooms are fitted with a projector, PC, VHS/recording equipment, cable TV, document camera, Internet connectivity, and external data/power ports. Various software titles are available within the labs for PCs including: *Windows 2000 Operating System*, *Corel WordPerfect Suite 8*, *Microsoft Office XP (Word, Excel, PowerPoint, Access)*, *Visual Basic*, *Dr. Scheme*, *Visual C++*, *Microsoft Developer Studio*, *Adobe Acrobat 4.5b*, *Minitab Release 13*, *Interactive Algebra Tutor*, *Code Warrior Programming System*, *Netscape 4.7*, *QVT net 4.05*, *Norton AntiVirus 7.5*, *Internet Explorer 5.5*, *Real Player 8*, *Quicktime*, *Media Player 6.4*, *SPSS 10*, *Omnipage 10*, *Adobe Photoshop 6*, *Illustrator 9*, *Quark*. Mac software includes: *Macintosh 9.2 Operating System*, *Microsoft Office 2001*, *Netscape 4.7*, *Windows Media Player*, *Norton Antivirus*, *Quicktime*, *Photoshop*, *Illustrator*, *Quark*, *Telnet 2.6*.

In addition to the software titles above, all campus desktop workstations can utilize the software and services provided on several midrange Unix enterprise-wide servers via the campus' data network. *One Compaq DS20 Alphaserer running Compaq Tru64 Unix v4.0F provides simultaneous login for over 3,000 user accounts. Software on this system includes the FORTRAN, GNU C Perl compilers; SPSS and LISREL statistical packages; Oracle 8 database; and TeX and LaTeX typesetting packages. A full range of Internet services, such as ftp, telnet, Secure Shell, Gopher, Web, IRC, and POP3/IMAP email are supported. Also, multiple systems running Tru64 Unix, Linus, NT, and Netware support the University's Web site and user's WWW pages. A Linux server is also online supporting RealMedia files. The University also provides online course materials through a Dell 6500 server running Blackboard 5.5. The Blackboard server is*

accessible to all students via the Web at <http://my.adelphi.edu>.

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

Center for Career Development

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

Adelphi graduate students may come to the Center to research a library of timely information about careers and the job market; to review listings of current full-time, part-time, and seasonal employment opportunities and internships sorted into career fields; and to attend workshops in

rals to on-campus and off-campus resources. Our workshop series offers a forum to discuss issues that impact students' lives.

Common concerns students express to our

Childcare Services

Adelphi's Child Activity Center provides day-time childcare services, Monday through Friday, at Garden City to children ages 3 years through kindergarten, while students attend classes. The teachers are state-certified, and are highly knowledgeable and responsive to early childhood development.

COLLEGE OF
ARTS AND **S**CIENCES

Arts and Sciences

Science Building 127

Gayle Dranch Insler, *Dean*

Email: Insler@adelphi.edu

Steven J. Rubin, *Associate Dean*

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

Spanish

Spanish "7-12"* Master of Arts

* See also *School of Education*.

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

Admission Requirements

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

Application Admission

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

**Requirements for
Advanced Degrees**

Special examinations in computer language and programming must be arranged through the departmental chair with the director of the Computing Center.

Numbering of Courses

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

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

Scheduling

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

Grading Policies

Grade Key for Graduate School:

- A,B Acceptable for credit toward degree requirements
- C Unacceptable for credit toward degree requirements
- P/F (primarily for fieldwork, clinical practice, student teaching, and individual study)
- P Acceptable for credit toward degree requirements
- F Unacceptable: student subject to termination of degree candidacy and dismissal
- IP Denotes thesis or dissertation In Progress. Grades and credits determined on completion of course requirements.

The grade of C is substandard for graduate study. Credits earned with a grade of C will not normally be accepted as applicable toward fulfilling degree requirements and may serve as

grounds for dismissal from candidacy. Exceptions may be made when, in the judgment of the faculty, the student's performance in certain other course work or areas of the program has been sufficiently outstanding to offset the work of C quality. The student is held responsible for ascertaining and fulfilling the policy of the department with respect to the acceptability of credits earned with a final grade of C.

There is no grade of D in the College of Arts and Sciences graduate school.

The grade of P (passing or satisfactory) is used primarily for fieldwork, clinical practice, student teaching, or individual study. In such courses, use of the Pass/Fail option is at the discretion of the instructor. In other types of courses a Pass/Fail option can be employed only under exceptional circumstances. Permission must be granted by the course instructor, the student's major department, the department offering the course, and the dean.

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

Students enrolled in thesis or dissertation research and selected other courses may receive a report of IP (In Progress) if they are making satisfactory progress. The grade of IP will carry through the term of its contract, after which it will become an I. The use of IP as a thesis or dissertation report (not for a class grade) is left to the discretion of the department. A final grade and credits will be assigned upon acceptance of the thesis or dissertation by the student's advisory committee or upon completion of requirements in the course for which the IP was originally reported.

Credits for Courses

If a student repeats a course, both grades will appear on the transcript and will be used in computing the GPA. Credits will be counted only one time toward graduation.

Independent Study

Permission for Independent Study forms are available from the Office of the Dean of the College. Students should consult with their academic adviser about the regulations governing independent study.

Waiver of Academic Regulations

Requests for waiver of any academic regulation must be made in writing to the Dean of the College. Waiver requests should fully explain the reasons for the petition and include all pertinent documentation. Waiver requests will be considered by the Dean's Office and the Academic Standards Committee of the College.

Art and Art History

Blodgett Hall 302

David Hornung, *Chair*
Email: hornung@adelphi.edu

Professors
Thomas McAnulty
Richard Vaux

*Art Director, Graphic
Design Studio*
Dale Flashner

Associate Professor
David Hornung

Assistant Professors
Geoffrey Grogan
Jean Sorabella
Jacob Wisse

The study of art is the study of making. T

Portfolio Requirements

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

Course Requirements

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

Requirements for the M.A. in Studio Art

Program Online

Studio Courses

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

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

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

Advanced Studios

ART 769, 770	Printmaking (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 Courses

ART 793	Major Creative Project (one-person show)
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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 requirements for the Master of Arts degree in studio art. See the summer *Directory of Classes* or contact the art department for a current listing of workshops offered. Permission of the department is required to register for summer workshops as enrollment is limited.

Biolog

Science Building 103

James Dooley, *Chair*

Email: dooley@adelphi.edu

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 Director of Departmental Graduate Studies. With approval of the supervisory committee, up to 12 credits may be selected from graduate offerings in other departments.
4. An average of at least B is necessary for graduation. In general, a degree will not be awarded to any student who receives 3 credits of F or 6 credits of C.
5. BIO 798 and 799 (Thesis Research, based on laboratory or field studies).

B. Nonthesis Option (Scholarly Paper) (36 credits)

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

Note: *Students must acquaint themselves with the current copy of the Biology "Guide for Graduate Students." Copies may be obtained in the Biology Department Office.*

Biology Web Address

<http://academics.adelphi.edu/artsci/bio>

Emergency Management

Blodgett Hall 102

For information contact:
John Vetter (516-877-4110)
Email: vetter@adelphi.edu

Assistant Professors
Barry Protter
Kristine Qureshi

Certificate in Emergency Management

(18 credits)

Human cultures work to insulate people from extremes of natural phenomena, cruelty of groups, and adverse side effects of technological innovations. The concept of emergency management results from the realization that crises do occur and that coordinated, planned responses can minimize their severity.

As the pattern of specialized roles continues to evolve in contemporary society, along with the resultant interdependency of groups, the need for a trained cadre of emergency managers in public and private professional environments becomes more acute. While local, state and federal government operations increasingly include specialists qualified in emergency management, large corporations and organizations also look to train existing employees in such practice. The transportation and resort industries, which have employed "disaster" professionals for some time, have been joined by health and education institutions in identifying such managerial expertise for a variety of potential events. Even prior to September 11, 2001 and its aftermath, emergent professional training in emergency management was noticeable.

The Emergency Management program and its courses aim to provide the training to meet this need. Adelphi's emphasis is on a program that combines professional school strength with a

strong liberal arts component core from the College of Arts and Sciences uniting strengths at the University in environmental science, sociology, political science, social work, psychology, nursing, and business.

Program Requirements

Certificate candidates must complete at least 18 credits selected from the emergency management course list, as specified below, with a minimum GPA of "B."

Required Credits (12 credits)

Take the following four required 3-credit courses:

- EMG 501 Introduction to Emergency Management
- EMG 503 Health Management in Times of Disaster
- EMG 530 Business Continuity Planning
- EMG 510 Planning and Coordination

Emergency Management Electives (6 credits)

Select one social-science-based 3-credit course, chosen in consultation with an emergency management program adviser, from courses such as:

- EMG 502 Social and Organizational Preparedness and Response
- EMG 540 Emergency Management Law
- EMG 520 Leadership in Emergency Management

Select one professional course such as:

- EMG 550 Emergency Response Functional Roles for Disaster Management

Capstone Course (1 credit)

An optional capstone one-credit course, provided by the School of Nursing, is strongly recommended for health professionals:

- EMG 580 Disaster Management Capstone Course

Please consult the course offerings for descriptions of these courses.

English

Harvey Hall 201

Jennifer Fleischner, Chair
Email: Fleischner@adelphi.edu

Professors

Jennifer Fleischner
Steven J. Rubin
Igor Webb
Susan Weisser

Assistant Professors

Imraan Coovadia
Anton Dudley
Kris Fresonke
Marisa Huerta
Michael Matto
Adam McKeown
Lahney Preston

Associate Professors

Judith Baumel
Kermit Frazier

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
A. Coolidge Churchill, Biology
Anthony Cok, Environmental Studies
John Doohar, Physics
James Dooley, Biology
Martin H. Garrell, Physics
Sung Moon, Chemistry
Gottipaty Rao, Physics

Associate Professors

Regina Axelrod, Political Science
Laraine Fletcher, Anthropology
David Gleicher, Economics
Charles Shopsis, Chemistry
Lawrence Sullivan, Political Science
Benjamin Weeks, Biology

Assistant Professors

Mariano Torras, Economics
John Vetter, Anthropology

Master of Science in Environmental Studies

(36 credits)

Environmental studies is an interdisciplinary field of knowledge that encompasses aspects of scientific, political, social, and economic disciplines. A working knowledge of these fields is necessary for the analysis, remediation, and protection of a multitude of environmental problems on local, national, or global scales. The Environmental Studies program permits stu-

dents to become conversant with the breadth of environmental problems and possible solutions while achieving a strong, experience-based concentration in one of the specific disciplines within the field.

There are three curricular options open to the student who wishes to pursue the Master's of Science degree in environmental studies. A student can elect a concentration in **environmental risk assessment** or in **the global environment**; or the student can elect a more integrative approach to the subject drawing on aspects of the two concentrations, **environmental education**.

Opportunities exist, within each concentration, for the student to make program selections that reflect areas of faculty and student interest. For example, such selections could focus on:

- The physical, chemical, biological, and biochemical aspects of pollutant detection;
- The cultural, societal, epidemiological, public health, paleontological, and paleopathological effects of environmental perturbations; and
- The economic, governmental, and social interactions consequent to environmental concerns.

The Master of Science in environmental studies prepares students for further study or careers

in many industrial, regulatory, political, economic, and educational agencies.

The program is composed of 36 credits of course work, incorporating classroom, laboratory, field opportunities, and an optional thesis or internship. An optional culmination in a thesis provides additional flexibility for the student with more specific career or educational goals. Full-time students can anticipate three semesters of 12 credits each. Field classes, internships, and research are also offered during the summer months.

Admission

The requirements for admission to the masters program are a bachelors degree in environmental studies or a related field, and demonstrated promise of successful achievement in the field. Work experience in related environmental fields will be considered with regard to the above requirements. Students are admitted as regularly matriculated students, or on a provisional basis as non-degree students. Graduate Record Examination scores in the verbal and quantitative tests are required. Applicants should contact the program director.

Note: It is not necessary for an undergraduate student at Adelphi University to complete the

Requirements for the M.S. in Environmental Science

Course Area	Credits	Concentration	Environmental Education
Common Courses	500	9 credits	12–15 credits
1st Concentration	600*	15 credits	9–12 credits
2nd Concentration	500–600	6 credits req. **	6 credits
Synthesis Courses	700	3 credits**	3 credits
Thesis or Internship	700	3 credits	3 credits

bachelor's degree before entering the graduate program. By careful scheduling of courses it should be possible for a student to complete both the bachelor's and master's degrees within 5 years.

I. Common Courses (9 credit minimum)

Courses are 3 credits unless noted otherwise.

This is a group of courses constructed around the broader themes of environmental studies. They provide the perspectives of the fields contributing to the evaluation of contemporary environmental issues. The connections between scientific disciplines and the social and cultural processes are established to provide the necessary contexts in the search for solutions to environmental problems. The student selects, through advisement, a minimum of 9 credits to best reflect the focus of the intended concentration.

ENV 500	Environmental Studies Introductory Seminar
ENV-BIO 614	Ecological Systems (<i>4 credits</i>)
ENV-ECO 530	Environmental Economics
ENV-POL 560	International Environmental Policy

II. Concentrations (21 credit minimum)

Courses are 3 credits unless noted otherwise.

The selected area of concentration encompasses the majority of the course work for the student. A total of 21–24 credits, including directed research, fieldwork, and electives, may be associated with the concentration. In following the global physical environment or the global human environment, the student acquires a technical and theoretical level of sophistication in areas fundamental to the contemporary study of the environment.

A. The Global Physical Environment

A concentration involving knowledge of the physical, climatic, and abiotic resources of the world we live upon. These offerings develop current knowledge of the geologic, hydrologic, climatic, and diachronic aspects of global environmental concerns and considerations.

36 ENVIRONMENTAL STUDIES

ENV 560	Human Ecology
ENV-ANT 565	Human Geography and Ethnography
ENV-ANT 566	Populations, Health, and Disease Ecology (<i>4 credits</i>)
ENV-BIO 567	Environmental Pollutants and Disease
ENV-BIO 625	Community Ecology and Evolution
ENV-ANT 640	Paleopathology and Paleodemography
ENV 631	Special Topics in the Global Human Environment (<i>3–4 credits</i>)

Examples of these special topics include:

- Long Island Environments (given with Science Museum of Long Island)
- Pollution and Disease: Cellular to Global Processes and Concerns

ENV 633	Workshops in the Global Human Environment (<i>3–6 credits</i>)
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Workshop topics include:

- Forensic Analysis
- Ecosystem Analysis and Field Methods
- Data Management and Curatorial Responsibilities
- Laboratory Techniques in the Global Human Environment
- Anthropological Fieldwork

B1. Global H@man En i onmen : S eciali a i on in En i onmen and Heal h

Environmental health is a recently defined area of study that includes such diverse fields such as toxicology and ecotoxicology, disease ecology, and epidemiology.

Prerequisites for a specialization in environ-

**Ma hema ics and
Cim @e Science**

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 531 Conservation, Preservation, and Regulation 3 credits
Roles and values associated with the natural and built environments in relation to environmental protection. Historical antecedents to contemporary environmental issues and the patterns of developing cultural and legal protection.

ANT 566 Pathogens, Health, and Disease Ecology 4 credits
Cross-listed with Environmental Studies.
This course studies the human factors affecting environmental conditions and subsequently the distribution and ecology of diseases. The nature of infectious diseases affecting humanity, and the efforts to control and eradicate them, are examined from an interdisciplinary point of view.

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 640 Paleopathology and Paleodemography 4 credits
Cross-listed with Environmental Studies.
The cross-disciplinary analysis of the origins, evolution and transmission of diseases in the contexts of the dynamic interactions among environments, disease-reservoirs, vectors and hosts. Included are the scope and methods of recovering bio-cultural characteristics from extinct and extant populations, the impact of culture change and population movements on disease patterns.

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 printmaking. With this foundation students explore their design concepts and composition in expressing photographic imagery.

ART 765 Color, Media, and Materials 3 credits

Advanced experimental studies of the major media concentrating on the functions of color, textures, binders, etc., basic to creative and practical applications of various pigments.

ART 769, 770 Printmaking Studio 3 credits each

Prerequisites: ART 709 and 710.

Individually selected problems in developing printmaking skills and techniques.

ART 771, 772 Painting 3 credits each

Prerequisites: ART 713 and 714.

Individually selected problems in studio techniques of painting in a variety of media.

ART 773, 774 Sculpture Studio 3 credits each

Prerequisites: ART 711 and 712.

Advanced work in processes and materials; design of sculpture in selected media.

ART 775, 776 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 Studio

ENV/ECA 530 Environmental Economics 3 credits

A broad perspective on economic issues with respect to the natural world. Topics include the theory of public goods, the problem of sustainability, environment and global institutions, and policy approaches.

ENV/BIO 567 Environmental Pollution and Disease 3 credits

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

ENV/BIO 614 Ecological Systems 4 credits

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

ENV/BIO 624 Scientific Computing Graphics 3 credits

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

ENV/BIO 625 Community Ecology and Evolution 3 credits

This is a seminar covering the concepts of ecological niche theory, its development and applications both to modern community studies and to community ecology through geological time. The intimate relationships between community ecology, geologic history, and the patterns of evolution and extinction of eukaryotes are examined through selected readings from peer-review and first-order synthetic papers, discussions, and analyses.

ENV/PHY 630 Concepts of Energy Utilization 4 credits

Conceptual foundation of thermodynamics and the various forms of energy are introduced. Sources and reserves of energy are examined. Technology of power generation and distribution is explored and projected. A thermodynamic and energy laboratory is included.

ENV/EAS 501 Principles of Earth Science I 3 credits

Appraisal of the earth's relationship to the universe and analysis of the earth's structure and enveloping gases. Current theories and application of the physical laws as they are encountered in the observation of natural phenomena in the field of geology. One or more field trips required.

ENV/EAS 502 Principles of Earth Science II 3 credits

Study of the principles of earth sciences as they apply to paleontologic, meteorologic, and oceanographic phenomena. Term projects emphasize the analysis of experimental mod-

els or the data derived from them. One or more full-day field trips required.

ENV/EAS 632 Maps and Mapping 3 credits

The objectives of this course are to teach map interpretation of general and special purpose maps as they are used in the environmental sciences; to teach data capture methods for planimetric and topographic maps and sections; and to teach

44 COLLEGE OF ARTS AND SCIENCES COURSES

ENV 791 In e nshi *3 credits*
Departmental permission required.
Faculty-directed experience in a particular field of environmental studies.

ENV 798 G@d ed Resea ch *3 credits*
Departmental permission required.
Individual research, thesis or project related, tied to the selected concentration.

ENV 799 Thesis Resea ch *3 credits*
Departmental permission required.
Taken in conjunction with thesis preparation.

HISTORY

HIS 534 S ecial S @lies in Ame ican
His , I *3 credits*
This seminar covers American history from the Civil War to the twentieth century. This course does not cover every topic, but is instead a thematic exploration of the most relevant historical problems during this era. The goal of this seminar is to introduce graduate students, prospective teachers, and educators, to a variety of problems and questions represented by contemporary writing on American history. By becoming familiar with these questions, students can separate one historical school from another, thus bringing more depth to their ability to prepare data-based questions and shape their own history courses. Students can choose from the total number of topics discussed weekly during class and write three papers, utilizing the suggested primary source material, interpretive essays, and texts, provided prior to each week's session.

HIS 534 S ecial S @lies in Ame ican
His , II *3 credits*
The course will explore changing conceptions of fundamental aspects of American culture. Special attention will be given to the relationship between ideas and culture, especially with regard to the notions of freedom, natural identity, and individualism. Also, the changing roles of significant institutions—particularly the family, the schools and government—will be studied. Topics in this semester parallel those of the first semester, i.e., "The Continuing Debate over the Constitution," "The Idea of Freedom in America: William James and Frederick Jackson Turner." Readings will range from William James and John Dewey to Timothy Leary and Christopher Lasch.

LANGUAGES AND INTERNATIONAL STUDIES

Linguistics

LIN 601 S @c @ al Ling@s ies *3 credits*
Study of descriptive and analytical concepts of structural linguistics. Application of linguistic principles to the problems of reading and to the teaching of English and foreign languages.

Spanish

SPA 531 Ca ibbean C@ @ e and Gi ili a i n *3 credits*
A study of Caribbean culture and civilization through the most representative literature of this region including essays, poetry, and fiction.

MATHEMATICS AND COMPUTER SCIENCE

Mathematics

MTH 630 F @nda i n s of Ge ome *3 credits*
(1) Metric and synthetic Euclidean geometry, hyperbolic and elliptic geometries from the axiomatic point of view, models, independence and consistency. (2) Comparison of metric relations in Euclidean, hyperbolic, and elliptic planes, affine and projective aspects of Euclidean geometry, introduction to, intriciS4tries fr74(urne1 Tw 21 Tdh Tdh Tdh Tdhaatn.02161 Tc4v89 Tc

GORDON F. DERNER
INSTITUTE OF ADVANCED
PSYCHOLOGICAL STUDIES

Gordon F. Derner Institute of Advanced Psychological Studies

Hy Weinberg Center 220

Louis H. Primavera, *Dean*
Email: primaver@adelphi.edu

Patrick L. Ross, *Associate Dean*

Rosemary Flanagan, *Director of Master's
Program in School Psychology*

Jerold Gold, *Chair of Undergraduate Program*

Lenore Heller, *Director of Master's Programs in
General Psychology and Mental Health
Counseling*

Jonathan Jackson, *Director of Psychological
Services and Director of Clinical Training*

Joseph Newirth, *Director of Postdoctoral Programs*

Distinguished Research Professor
George Stricker

Professors

Wilma S. Bucci
Rebecca C. Curtis
Morris Eagle
Jerold Gold

Lawrence Josephs
Morton Kissen
Karen Lombardi
Robert Mendelsohn
Coleman Paul
Susan Petry

Louis Primavera
Patrick L. Ross
Janice M. Steil
Ellenmorris Tiegerman
Joel Weinberger

Associate Professors

Mark Hilsenroth
Joseph W. Newirth
Kate Szymanski

Assistant Professors

Francine Conway
Rosemary Flanagan
Barry Protter
Carolyn Springer

Clinical Professors

Andy Eig
Jonathan Jackson
Sharon Leone
Kirkland Vaughans

Professional Philosophy

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

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

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

The Master of Arts in Mental Health Counseling

The Master's in mental health counseling is a full-time, 60-credit program that includes 16 required courses (48 credits, including two 3-credit internships (totaling 900 hours), one 3-credit practicum (totaling 100 hours)) and four elective-courses (12 credits). New York State has not yet approved any mental health counseling programs for licensure, however, this program is designed to meet the requirements for accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students are prepared to be skilled, knowledgeable, and ethical mental health counseling professionals providing services to individuals, groups, and families. Graduates will demonstrate competency in the diagnosis and treatment of mental disorders; an understanding and respect for human diversity; the development of an identity as a mental health counselor; the development of strong written and oral communication skills; the ability to facilitate client growth, development, and coping skills; the ability to utilize a variety of interventions within individual, marital, couple, and group settings; and respect for the ethics and standards of practice endorsed by the mental health counseling profession.

Program Overview

Required Courses 48 credits

Elective Courses 12 credits

Total credits required = 60 credits

Courses are 3 credits unless otherwise noted.

Fall 1

Required Courses

- | | |
|---------|--|
| MPS 606 | Research Design I |
| PMH 501 | Mental Health Counseling I
(including ethics) |
| MPS 603 | Personality, Psychopathology,
and Diagnosis |
| MPS 607 | Developmental Psychology |

Spring 1

Required Courses

- | | |
|-----------|--|
| MPS 646 | Research Methods I 60: s (CAC.00011 Tc 6 -
and DiaSeminarspectE |
| MPS 646PM | and DiaT noapeu(toipectLegunilssu/T49 |

The Master's in School Psychology

The Master's in school psychology is a 72-credit program that can be completed in three years of full-time study, or four years of part-time study, with some attendance during summer sessions. The majority of courses are in either assessment or school practice preparation. Classes are scheduled for late afternoon and evenings, which allows candidates to earn a masters degree while employed.

The program's core courses are in psychology and education, with 12 credits in assessment and a 30-credit core of school practice preparation, which includes the internship. In addition to the internship there are various field placements and practica within the 30-credit core of school practice preparation. Field placements provide an opportunity for students to practice beginning skills in conjunction with a didactic course. Practica provide students with a more intensive opportunity to use integrated skills, such as providing comprehensive psychoeducational evaluations and school consultation. The school practice core culminates with a full-time internship in a public school, working under the supervision of a certified school psychologist.

Students are required to take the Praxis Exam (given by the Educational Testing Service), as their Comprehensive Exam. This will also permit students to become Nationally Certified School Psychologists (NCSP), which increases mobility when moving from one jurisdiction to another. Requirements for certification as a school psychologist differ across states; however, some states accept the NCSP credential as the basis for certification. Information about the Praxis Exam may be obtained at www.nasponline.org/certification/becoming_ncsp.html. Students are advised to retain their textbooks, such as *Best Practices in School Psychology*, and *School Psychology: Past, Present and Future*, among others, so as to have the materials necessary to prepare for the examination.

Individuals with an M.A. in school psychology will meet the requirements for provisional certification as a school psychologist in New York State. Employment may be obtained in public schools; currently there is a shortage of school psychologists. Other employment opportunities may exist in state-run agencies, such as the Office of Developmental Disabilities. The choice of employment is somewhat more limited than that for individuals with a doctoral-level degree. Students should note that the title psychologist is protected by law, and that this program does not provide one with the necessary credential to work in independent practice.

The Office for the Master's Program in School Psychology is housed in 212 B Blodgett Hall. The director of the program is Rosemary Flanagan, Ph.D., A.B.P.P., (516) 877-4743.

Program Overview

Courses are 3 credits unless noted otherwise.

Psychology Foundations (15 credits)

Required Courses:

MPS 603 Theories of Psychopathology
SPY 602 Psychoanalytic Theory

Variable Courses (choose 9 credits):

MPS 602 Theories of Personality
MPS 607 Developmental Psychology
MPS 609 Consciousness and Cognition
SPY 702

Assessmen (12 credits)

Requed Courses:

- SPY 607-608 Intellectual Assessment I, II
- SPY 605 Personality Assessment
- EEC 720 Formal and Informal Methods Assessment

School Practice Course (30 credits)

Requed Courses:

- SPY 610 Psychopathology of Children and Adolescents
- SPY 612 Clinical Intervention in a School Setting
- SPY 614 Proseminar in School Psychology
- SPY 616 Consultation in School Settings
- SPY 618 Practicum in School Psychology
- SPY 619-620 Internship in School Psychology I, II

SPY 619-620 (en) 9 (10-19-23) | Filter 175 (0) 2011 285 604 404 790 (Col) (14411870) | In-son MPSS | \$ 25070

The Ph.D. in Clinical Psychology

PSI 838	Multicultural Issues II: Race, Class, and Ethnicity	<i>Spring</i>	
PSI 852	Colloquium II	PSI 801	Psychotherapy Case Conference IV
PSI 825	Clinical Neuropsychology	PSI 813	Clinical Practice IV: Psychotherapy Practicum
One Elective		PSI 820	Child Psychotherapy
Fifth Year		PSI 830	Object Relations Theory
<i>Fall</i>	Internship I		
<i>Spring</i>	Internship II		

Residential Intern Program

First Year

<i>Fall</i>	
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
<i>Spring</i>	
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

<i>Fall</i>	
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

Res e c i a l i a i n D i l i m a i n C l i n i c a l P s y c h o l o g y

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.

P s y c h o l o g i c a l D i l i m a i n P s y c h i a t r y a n d P s y c h i a t r i c N u r s i n g

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.

P s y c h o l o g i c a l D i l i m a i n C h i l d a n d A d o l e s c e n t P s y c h i a t r y

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.

P s y c h o l o g i c a l D i l i m a i n G r o u p P s y c h i a t r y

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

M i n o r i t y C o n s i d e r a t i o n s

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

F i n a n c i a l A i d

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

L o a n s

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

G r a d u a t e A s s i s t a n t s h i p s

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 complete 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:

The Foundation Center
888 Seventh Avenue
New York, NY 10019

The APA monograph, *Graduate Study in Psychology*, has additional suggestions regarding financial aid. This monograph is available in the IAPS office or in the Swirbul Library. Additional sources of funding may be identified through www.fastWEB.com.

Deferred Payment of Tuition

Tuition can be paid in installments by arranging in advance with the Bursar's Office, Levermore Hall, and paying an additional fee. No student can graduate until all outstanding debts to the University are paid.

Part-Time Employment

Some jobs, mostly outside the field, are available through the Student Placement Office, Levermore Hall. Any job related to psychology must be approved by the dean, in regard to legality, professional ethics, and necessary supervision.

Hardship Memorial Fund

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

Leave of Absence Guidelines

The continuity of training and education is an important aspect of the program; the faculty generally will not permit extension of leaves of absence beyond a single year. Under special circumstances, a student may petition for an extension of a leave for an additional year; such a petition must be presented no later than the preceding spring. The petition must present a compelling reason for such an extension, and should also include provision for approved professional activities during the leave period. The decision will be based on the specifics of the case, including the student's previous performance in the program, and the professional use that will be made of the leave period. If leave is not granted, the student will be expected to return to full-time status; or will have to reapply and be considered as a new student.

techniques for conducting cross-cultural research. Students learn how to analyze qualitative data in addition to strengthening their quantitative analysis skills.

MPS 666 The Criminal Mind *3 credits*

The purpose of this course is to review the various psychological theories of criminal and aggressive behavior, and to provide students with an understanding of the origins and

62 DERNER INSTITUTE COURSES

theory and practice of counseling interventions. The course will include equal emphasis on conceptual foundations of counseling and on practical applications.

PMH 504 Clinical Internship *6 credits* (900 hours over a minimum of 2 semesters)

This course is designed to offer supervised experience in the practice of counseling. The internship provides a context in which students can integrate and apply theories and concepts from the classroom into the clinical setting.

PMH 505 Multicultural Issues in Mental Health Counseling *3 credits*

This course focuses on theoretical models, research, and techniques and interventions for working with diverse populations in various settings. Issues to be addressed include worldviews; cultural transference/countertransference; acculturation and acculturative stress; racial/ethnic identity; family acculturation conflicts; culture-centered interventions; community empowerment; prejudice-reduction techniques; multicultural supervision; and multicultural training models.

PMH 506 Professional Development Seminars *3 credits*

This course is a forum for discussion of a wide variety of issues related to special topics that students may encounter in the mental health counseling field. Practitioners from various backgrounds will come in weekly to present their expertise.

PMH 507 Vocational Counseling *3 credits*

Work is of prime importance and absorbs a major portion of the time and energy of most adults. This course will examine the nature of work and vocational development from a conceptual and research perspective. The course content will include (1) the study of the world of work as it impacts one's psychological and sociological life, (2) examination of career development and decision-making theories, and the application to counseling, (3) identification of informational

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Master's Courses
School Psychology Program
Psychological Foundations

MPS 602 Theories of Personality 3 credits
 (See description in General Psychology)

MPS 603 Theories of Psychology, Personality, and Diagnosis 3 credits
 (See description in General Psychology)

SPY 602 Psychoanalytic Theory 3 credits
 This course surveys the origins, development, and contemporary elaborations of psychoanalytic theory. Beginning with Freud's work in articulating the "talking cure," the course surveys historical and contemporary trends in psychoanalysis,

Assessment

SPY 607 In tellectual Assessment I *3 credits*

To introduce students to major cognitive and achievement measures that are commonly used in school and clinic-based practice, and to train students to administer, score, interpret, and report on these measures in a competent manner. The course will be address theory and practice.

SPY 608 In tellectual Assessment II *3 credits*

This is an advanced course in administration and interpretation of individual measures of intelligence. Focus will be on the Stanford-Binet Intelligence Scales. The purpose of this course is to develop report-writing skills including collecting and organizing background information, observing and describing behavior, and synthesizing information from a range of evaluation sources.

SPY 605 Personality Assessment I *3 credits*

This is a laboratory course in personality assessment, designed to teach administration scoring and interpretation of personality assessment instruments. The instruments consist of direct assessment methods and projective techniques. Tests have been selected for study that are currently employed in schools and mental health facilities for children and adolescents

EEC 720 Formal and Informal Methods of Assessment *3 credits*

66 DERNER INSTITUTE COURSES

PSI 646 Research Programs Evaluation 3 credits

PSI 647 Research Design I 3 credits

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

PSI 700, 701, 800, 801 Psychiatric

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:

Psychodiagnostics 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:

Psychodiagnostics 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 722 Psychoanalytic Psychiatric 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 Psychiatric I:

Principles 3 credits

The technique of neo-psychoanalytic psychotherapy, along with the analysis of the theor

PSI 832 Cognition *3 credits*

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

PSI 833 Special Topics:**Disorders of the Self** *3 credits*

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

PSI 834 Multiple Issues I: Sex and Gender *3 credits*

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

PSI 835 History and Semiotics *3 credits*

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

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

Psychotherapy integration is a new development that considers ways in which treatment can be improved by integrating technical interventions, or by some combination of the two. This seminar examines several approaches to integration, both as to their theoretical presentation and their application to specific case material. Readings include theoretical presentations and case presentations. In addition, students pre-

SCHOOL OF
BUSINESS

Programs of Study

Degrees

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

Degree in Management

Specializations:

- (1) Corporate Finance and Investments
- (2) Human Resources/Management
- (3) Marketing and E-Commerce
- (4) M.I.S.: Management Information Systems

Master of Science (M.S.) in Finance

Joint Degree Programs

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

Master of Social Work (M.S.W.) and Post-Master's Certificate in Human Resource Management

Advanced Post-Master's Certificate

Human Resource Management

Master's Programs

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

Prerequisite Courses

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

Foundation Core

The foundation core, or common body of knowledge component of courses, is designed to provide a solid foundation in each of the functional areas of business, statistics, economics, finance, management information systems, marketing, management, and business ethics. It also teaches the student to integrate material across

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:

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
OPR 575	Database Management Systems
OPR 576	Data Communications

** If taken for Advanced Core, these course credits cannot be applied toward specialization/elective requirements.*

Other Electives

ACC 601	Financial Statement Analysis
ACC 605	Tax Consequences of Financial Transactions
ACC 704	Federal Taxation
ACC 706	Advanced Cost Accounting
ACC 708	Seminar in Accounting Theory
BUS 652	Government and Public Policy
HHM 771	Hospital and Health Care Policy and Management
HHM 772	Organizations of Systems for the Delivery of Health Care
HHM 773	Health Resources and Manpower Management
HHM 774	Legal Aspects of Health Care
HHM 776	Hospital and Health Care Finance
HRM 763	The Executive Personality-Theory and Assessment
MKT 582	Creative Problem Solving

GOAL M.B.A. Program**Graduate Opportunity****Accelerated Learning** (42 credits)

Applicants to the GOAL M.B.A. program must have a minimum of four years managerial experience to be considered.

The GOAL (Graduate Opportunity for Accelerated Learning) M.B.A. program offers busy managers a fast-track format in which to obtain their M.B.A. in 17 months. The program provides a balanced, diverse and global orientation 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 first two Saturdays of the program are orientation modules covering: environmental/organizational factors, economics, accounting, quantitative methods, and computer applications.

The Program

Term 1:

MGT 666	Leadership and Innovation in Complex Systems
MGT 791	Management Styles and Team Building

Term 2:

FiD colopd(sW)115(orTdClaslerateadership

Term 5:	
BUS 662	Entrepreneurship/Intrapreneurship
OPR 678	Best Practices, Production and Total Quality Management
Term 6:	
FIN 734	Building Shareholder Value through Competitive Analysis
MGT 770	Management of Technology
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, Brian Rothschild at (516) 877-4670.

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;

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8. Graduate Management Admission Test (GMAT) results.
9. A statement of personal objectives.
10. International applicants must have obtained a minimum score of 550 on Test of English as a Foreign Language (TOEFL) within the past two years; a declaration and certificate of finances; and certified English translations of all prior academic records.

Program Plan*

Management Requirements (39 credits)

ACC 500	Financial Accounting
ECA 520	Macroeconomics
ECA 521	Microeconomics

Required Courses (12 credits)*May be waived by prior course work.*

ECA 520	Macroeconomics
ECA 521	Microeconomics
FIN 630	Corporate Finance
OPR 670	Statistical Methods

Advanced Courses (27 credits)

FIN 510	Securities Markets
FIN 634	Corporate Finance II
FIN 734	Building Shareholder Value Through Competitive Analysis
FIN 738	Investment Analysis
FIN 739	Portfolio Management
FIN 743	International Financial Management
ACC 601	Financial Statement Analysis
ACC 605	Tax Consequences of Financial Transactions
FIN 737	Advanced Topics in Finance

Casualty (3 credits)*Must be taken as one of the last three courses in the program.*

FIN 713	Seminar in Finance
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Post-Master's Certificate Program in Human Resource Management

 (15 credits)

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

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

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

Human Resource Certificate Courses (15 credits)*Required courses:*

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

Admission Requirements

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

- Graduate Management Admissions Test (GMAT) results. Scores that are more than five years old are generally not accepted. (Test information and an application can be obtained by writing to the Graduate Management Admissions Test, Educational Testing Service, Box 899, Princeton, NJ 08541.)
- Two letters of recommendation written by persons (academic or professional) who are knowledgeable about the applicant's qualifications for graduate work.

Note: Full matriculation status will only be granted upon satisfactory fulfillment of all the admissions requirements for degree and certificate programs.

To ensure that your application is considered for the term you wish to enter as a fully accepted student, it is suggested that your application and supporting credentials be received by the follow-

ing dates: fall semester—August 15; spring semester—December 15.

Additional Requirements for International Students

In addition to the University and School of Business admissions requirements (admissions application with fee, bachelor's degree or equivalent, official transcripts, essay, and GMAT test score results), international students must submit the following credentials:

- Certified English translations of all prior academic records of studies that have been conducted in non-English speaking countries. Credentials must be certified and include all studies completed to date; grades or examination results; degrees, diplomas, or certificates earned; and length of the school year.
- Total of 550 or better on the paper-based Test of English as a Foreign Language Exam (TOEFL), or 213 or better on the computer-based TOEFL, or completion of Adelphi's Language Institute for English (L.I.F.E.) program level XII, unless there is a demonstrated competence while attending an American institution. (Information concerning the TOEFL exam is available from Educational Testing Service, Princeton, New Jersey 08540.)
- Declaration and certificate of finances. Applicants must file a financial affidavit before an I-20 form can be issued.

Application deadlines for international students are: fall semester—May 1; spring semester—November 1; Summer Sessions—March 1.

Admission in Advanced Degree

For students who have applied and been admitted as degree candidates to the M.B.A. or M.S. in finance degree programs, and who have earned a postbaccalaureate degree, course requirements may be reduced. The reduction in the number of credits will depend upon the area in which the advanced degree was earned.

Credits taken to fulfill the requirements of a previous degree cannot be used toward fulfillment of the requirements for another degree.

Other Admissions

Students Registered in Other Degree Programs at Adelphi. Graduate students officially registered in other divisions of the University may register for course work within the School of Business only if written permission from the appropriate dean, adviser, or chair is presented at the time of registration. The written permission must indicate that the course work taken within the School of Business will count toward degree requirements in the cognate program. Students registering on a continuing basis under the classification will be considered as visiting students within the School of Business.

Visiting Students. Graduate students officially registered in a business degree

Academic Advising

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

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

Career Counseling

The University's Center for Career Development offers help with career decisions, taking into account both the students' interests and education and their desired salary and career path. Whether you are a young graduate student, an experienced professional seeking a career change, or someone returning to the work force, counselors will take the time to assess your interests and skills and help you make the right decision. Annual reports, recruiting brochures, and employment guides are available as handouts or on a lending basis.

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

Internships

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

Academic Services

Students receive academic support in their course work through special tutorial sections including a mathematics review course. Computer assistants are available in the Computing Center.

Lectures and Events

The School of Business GOAL M.B.A. Distinguished Executive Lecture Series keeps students current on the latest developments in business. The School also has an Executive in Residence Program, as well as guest speakers who come to our classrooms.

Professional Societies for

Graduate Students

The School of Business has been granted a charter for the Beta Xi Chapter of Delta Mu Delta, one of the oldest national honor societies in business administration. Delta Mu Delta, founded at New York University in 1913, is a member of the Association of College Honor Societies. To be eligible for membership a student must have a minimum GPA of 3.5; complete one-half of the degree requirements at Adelphi; and show a willingness to serve the community.

Scholarship Requirements

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

Grading System

Each candidate for a master's degree must complete all graduate course requirements with

COURSES OF INSTRUCTION

SCHOOL OF BUSINESS

ACCOUNTING

ACC 500 Financial Accounting
Designed for those with no pr

3 credits

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

HUMAN RESOURCE MANAGEMENT

HRM 568 Human Resource Management 3 credits
Co/Prerequisite: MGT 561.

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

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

This course examines the rationale for including human resource planning and succession planning in an integral part of organization strategy. Human resource planning and forecasting techniques are presented using real world applications. Human resource information systems are reviewed and students will learn how these systems are integrated with HR planning and analysis. Course material will also focus on human resource policies and practices and their alignment with an organization's strategic intent. Topics include a review of labor market conditions, demand for labor and supply of labor, planning for personnel shortages and surpluses, forecasting attrition and retention of valued employees, marginal productivity and marginal revenue, and HR planning metrics.

HRM 763 The Executive Personality: Theory and Assessment 3 credits
Co/Prerequisite: MGT 561.

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

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

Examines the management of human resources in a multinational context. Emphasizes the strategic role of human resource management and focuses on the changing of traditional human resources practices to meet the needs of a global business. The course also explores how "best in class" human resources practices can improve an organization's bottom line.

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

Students will explore how an organization's compensation philosophy, objectives, and total rewards program are aligned with its strategy. Techniques for analyzing and evaluating jobs will be reviewed as well as methods for building job and base pay structures. Various ways used by organizations to design compensation systems are reviewed.

aligned with its strategy. Techniques for analyzing and evaluating jobs will be reviewed as well as methods for building job and base pay structures. Various ways used by organizations to design compensation systems are reviewed.

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**MGT 791 Management Styles and
Team Building**

3 credits

Prerequisite: MGT 561.

Effective management of oneself and others requires an open mind and continual effort to develop and maintain meaningful understanding of major evolving theories. This course has been designed to provide a deeper understanding of the

OPR 507 Mathematics for Management 3 credits
See OPR 070.

Designed to assist students in understanding the use of quantitative techniques and models in management decision making. Management interpretation is discussed for certain applications. Topics include elements of algebra; break-even model; linear programming; matrices; differential and integral calculus concepts; optimization applications; and introductory probability concepts.

OPR 573 Management Information Systems 3 credits
Prerequisites: OPR 501 and OPR 507.

The purpose of this course is to understand information systems as the transforming agent of business and management. To that end, the student will explore the technical and informational sides of technology and how it is used to improve efficiency and increase value. The ethics of technology use will be explored, and cross-cultural implications of technology will be reviewed. The student will learn to reflect on the consequences of change through the use of case studies.

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

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SCHOOL OF
EDUCATION

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The Department of Curriculum and Instruction

Organizationally, curriculum and instruction is an academic department, consisting of undergraduate art education; STEP, an innovative fifth-year (B.A./M.A.) teacher education program, and graduate programs leading to teaching credentials and advanced qualifications in adolescence education; educational leadership and technology; art education; childhood education; early childhood education; bilingual/TESOL

Off-Campus Students

All students who attend degree programs at off-campus sites must enroll in at least one required class at the Garden City campus to be in compliance with federal regulations governing off-campus programs.

The M.A. in Early Childhood Education Birth Grade 2

Esther Kogan, *Program Director*

The Early Childhood Education Program engages degree candidates in collaborative work that is interdisciplinary, multidisciplinary, and inquiry-based. Thereby increasing awareness and sensitivity to the development of children through in-class didactic experiences and activities, fieldwork placements, and student teaching. These activities also provide insight into a child's physical, social, emotional, cultural, intellectual, and creative life. Additionally, every facet of the curriculum considers differences of culture, language, ethnic background, gender, and ability.

Each program participant will cultivate their own practice by engaging in action research and reflective experiences, culminating in the articulation of a personal vision that furthers the advancement of the field of early childhood education.

Candidates enrolled in the Early Childhood Program will compile a portfolio, which will focus on discovery, insight, understanding, and application of major issues related to the field.

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- EYC 557 Introduction to the Administration and Supervision of Early Childhood Settings
- EYC 550 Special Topics

Reflection Practice (9 credits):

- EYC 800 Field Experience in Early Childhood Settings and Culminating Project
- EYC 820 Student Teaching in Early Childhood Settings (*6 credits*)

OR

- EYC 851-852 Student Teaching I and II in Early Childhood Settings for Uncertified Early Childhood Teachers (*6 credits*)

Track II: In-service M.A.

Courses are 3 credits unless otherwise noted.

This track requires a minimum of 30 credits and a maximum of 39 credits, depending upon waived courses. The following 19 credits may be waived if appropriate coursework (graduate or undergraduate) is presented. Graduate course substitution will be required to meet the minimum of 30 credits.

- ECH 600 Childhood Development
- EEC 600 Introduction to Special Education
- ELY 545 Children's Literature
- ELY 625 Approaches to Teaching Literacy in Childhood Education
- ECH 710 Mathematics and Technology in Childhood Education
- ECH 720 Science and Technology in Childhood Education
- HED 610 Health Promotion for Teachers (*1 credit*)

Individual

Reflection Practice (5 credits):

EYC 801 Field Experience in Early
Childhood Settings and
Culminating Project (*2 credits*)

EYC 821 Practicum in Early Childhood
Settings for Teachers Certified
in Other Areas

OR

EYC 822 Summer Practicum in Early
Childhood Settings for
Teachers Certified in Other
Areas

Track III: Advanced Certification

Courses are 3 credits unless otherwise noted.

This track requires a total of 20 credits and has a prerequisite of 6 credits (graduate or under-

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

Renee White-Clark, *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 and 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 way, to attend faithfully to the well-being and growth of children by creating such communities with their own students, and engaging them, as well, in these practices.

The Childhood Education Program is guided by a shared understanding of what it means to be a teacher.

Teachers are:

- Scholars committed to a life of study and inquiry, participating meaningfully in the growth of their communities

Student Teaching (3 credits)

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

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

ECH 830 Student Teaching in
Childhood Education
Precertification (3 credits)

Interdisciplinary Program (33 credits for M.A.)

Open only to those initially certified in elementary education PreK–6. Leads to permanent certification only. Not available for initially certified childhood teachers.

Required Core (12 credits)

EDS 601 Schools and Society
EAR 500–505 Exploring the Arts
EDS 825 Masters Seminar: Inquiry in
Teaching and Learning
ECH 620 Assessment and Interaction
in Childhood Education

Area of Concentration (take in last semesters)
(12–15 credits)

Students may choose from a combination of the following, but at least two courses must be taken in any one area.

Art Education
Bilingual Education
Foundations of Education
Health Studies
Liberal Arts and Sciences
Middle School Education
Literacy
Adolescence Education
Special Education
TESOL

Education Electives (3–6 credits)**Liberal Arts Elective** (3 credits)

EDS 652 Paradigms of Knowing
OR
Elective Graduate Course in College
of Arts and Sciences

**The M.A. in
Adolescence Education**

Our view of adolescence, as well as teacher development, is holistic. That is, we believe values and personal growth should be nurtured as well as skills and knowledge in any formulation of curriculum. In line with our emphasis on holistic education is our belief in the value of creative expression and artistic exploration to personal and professional growth. Scholarship is also at the core of the craft of teaching. One can only help others learn if one values learning deeply and has attained a degree of mastery in the art of learning as well as an in depth knowledge of one's primary discipline. We recognize learning as a socio-cultural dynamic rather than a simple accumulation of information and skills and therefore seek to frame our learning and service within the cultural, historical, and material 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 English, biology, chemistry, earth science, mathematics, physics, and/or social studies. Four majors are offered in adolescence education: English, mathematics, science, and social studies. Students applying to this program are expected to have the appropriate undergraduate preparation in their chosen discipline (a baccalaureate degree or equivalent). Students with an appropriate liberal arts background who are certified in areas other than adolescence (secondary) education may enroll in this program in order to earn a second 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 appropriate disciplinary and liberal arts course work required under New York State regulations. Any deficient course work must be completed prior to the final student teaching semester. Undergraduate course work in content

area must be grades of “B” or better for students lacking major in content area. Students with major must have a 3.0 GPA in major. The department of curriculum and instruction does not waive the student teaching requirement.

Students who currently hold certification in one of these 7–12 areas should enroll in a graduate program leading to certification in an area other than adolescence education in order to fulfill professional (permanent) certification requirements for both areas.

Note: *In compliance with new State regulations, this program requires a minimum of 100 hours of fieldwork in schools prior to student teaching. To meet this New York State requirement, some courses include 20–30 hours of fieldwork in schools.*

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(34–37 credits)

Note: *The following course sequence is for students entering in the fall semester. See departmental adviser for sequence for students entering in spring or summer.*

Courses are 3 credits unless otherwise indicated.

Fall, Yea 1

EDS 601	School and Society
EDS 652	Paradigms of Knowing
EAE 725	Youth Literacies: Literature, Culture and the Arts

Graduate course in math, science, English, or social studies under advisement

S ing, Yea 1

EAE 517* Instruction and Assessment in Science Education

EAE 617* Science Content, Pedagogy and Assessment: Learning with Master Teachers

**Science education majors take these courses simultaneously. Include 50 hours of combined fieldwork.*

EEC 560* Managing Inclusive Environments

EAE 618* Social Studies Content, Pedagogy and Assessment: Learning with Master Teachers

**Social studies education majors take these courses simultaneously. Include 50 hours of combined fieldwork.*

S ing, Yea 2

EAE 830 Student Teaching in Adolescence Education

Note: *Already NYS Certified Classroom Teachers take 3-credit education elective in place of student teaching.*

The M.A. in A . Ed@ca i n

Diane M. Caracciolo, *Program Director*

Artistic activity is a psychologically integrating experience that naturally calls forth self-direction, learning through the senses, and multi-dimensional ways of knowing. The special mission of art education is to support the development of perceptual sensitivity and depth of expression within a cultural and educational context that is too often disconnected from both the outer world of the senses and the hidden world of imagination and inspiration. The goal of the Adelphi program in art education is to develop art educators who can understand artistic development across the lifespan and the relationship of the sensory and kinesthetic domains to art making, awaken and support the exploration of ideas, feelings, and experiences through developmentally sensitive means and materials, appreciate the role the arts can play in opening cross cultural understandings, and maintain a lively commitment to their own artistic practice.

This is an initial program for students who do not currently hold certification in visual arts education. Qualified students certified in areas other than the visual arts may enroll in this program in order to earn a second certificate and fulfill the graduate degree requirement for professional (permanent) certification in both areas. Students applying to this program are expected to have an undergraduate major or the equivalent in the visual arts. Upon application to the program, students' undergraduate transcripts will be evaluated for appropriate visual arts and liberal arts course work required under New York State regulations. Any deficient course work must be completed prior to the final student teaching semester. The department of curriculum and instruction does not waive the student teaching requirement.

Students who currently hold visual arts certifi-

sionals to meet the needs and demands of diverse communities.

Maste of Arts in TESOL

The M.A. in TESOL (Teaching English to Speakers of Other Languages) is an initial program for students who do not currently hold certification in ESL Education. Qualified students certified in areas other than ESL may enroll in this program in order to earn a second certificate and fulfill the graduate degree requirement for professional certification in both areas. The program is also registered for students seeking initial certification in TESOL. Upon application to the program, students' undergraduate transcripts will be evaluated for appropriate liberal arts course work required under New York State regulations. Any deficient course work must be completed prior to the final student teaching semester. The department of curriculum and instruction does not waive the student teaching requirement.

The Advanced Certificate program in TESOL was designed for students who are certified in areas other than ESL, who may hold initial (provisional) or professional (permanent) certification, and who seek an additional certificate.

The department does not offer an in-service graduate degree program in TESOL leading to professional (permanent) certification for students who already hold initial (provisional) certification in ESL. Students who currently hold ESL certification should enroll in a graduate program leading to initial certification in an area other than

EEC 710* Classroom Management

OR

EEC 711* Managing Inclusive Environments

** 25 hours of fieldwork required*

HEd 610 Health Promotion (1 credit)
(*corequisites: EBE 602 and EEC 710 or 711*)

Elective Graduate Level Elective
(If needed, refer to the list of program electives.)

Spring, Year 2: Performance (9 credits)

EBE 825 Master's Seminar in TESOL

EBE 820 TESOL Student Teaching

Program Electives

Recommended graduate electives (if needed):

Adolescence

EAE 603 The Adolescent Experience

EAE 725 Youth Literacies: Literature, Culture, and the Arts

Arts

EAR 500 Exploring the Arts

Childhood

ECH 600 Childhood Education

ECH 725 Child Literacies: Literature, Culture, and the Arts

Childhood Social Education

EEC 600 Introduction to Special Education

EEC 700 Families, Culture, and Learning

Literacy

ELY 521 Literacy for Young Adults

ELY 545 Children's Literature (B-6)

ELY 602 The Reading-Writing Connection

ELY 603 Literature in Middle and Secondary Schools

ELY 723 Multicultural Literacy in Classrooms K-12

Overview of the Advanced Certificate Program in TESOL

(24 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 the ESL Classroom (25 hours fieldwork)

EBE 602 TESOL II: Developing TES42

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**Office of the Bilingual
Education Extension
Advanced Certificate Program**

(24 credits)

For students who already hold professional

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, Bilingual Education Assessment (BEA).

The M.A. in Educational Leadership and Technology

Patricia Ann Marcellino, *Program Director*

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 policies and practices and the accelerated importance of educational technology. Through a combination of theoretical and field-based study, students will gain greater knowledge and proficiency in the management of school personnel and in the role technology plays in educational practice.

Students may choose from three program options:

- A 36-credit Master of Arts degree program. Completion of the degree fulfills the programmatic requirements for the New York State School Administrator/Supervisor (S.A.S.) Certificate for school building leader.
- A 30-credit Certificate track necessary for New York State Certification S.A.S. in School Administration/Supervision for school building leader.
- A 15-credit Advanced Certificate, intended for educational leaders who already have a Master's degree and (S.A.S.) Certification and are seeking to gain additional knowledge and proficiency in the functions and uses of technology within school settings. This track alone does not lead to S.A.S. Certification.

Note: Documentation of a minimum of three C.4Tj-0.0ke

**Master's Degree Educational
Leadership and Technology**

(36 credits)

Sequence of Courses:

Program of Studies

The M.S. Program in Literacy

Adrienne Sosin, *Program Director*

The M.S. in Literacy

(36 or 42 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 program will lead to New York State certification as Literacy Specialist.

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, for birth through grade 12 (42 credits); birth through grade 6 (36 credits); or grade 5 through grade 12 (36 credits).

As a part of program requirements, students will be introduced to the development of a professional standards-based electronic portfolio. This portfolio will be maintained throughout the program by the student and will result in a summative literacy portfolio submitted as part of ELY 810 Literacy and Research Inquiry II.

For more information about the program students are advised to see the *Handbook for the Graduate Literacy Program and Portfolio Preparation Guide*. Please contact the department chair for additional information at (516) 877-4084.

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 a supervised practicum in order to qualify for New York State Certification in Literacy. Practicum courses may not be waived.

Specific Requirements for All Majors in Literacy:

Birth through Grade 12 (42 credits)

I. Core Sequence (27 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 750* | Assessing and Addressing Literacy Needs I
(Prerequisites: ELY 600 and ELY 602 or 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 prior to registration for this course) |
| ELY 800 | Organizing, Supervising and Reforming Literacy Programs |
| ELY 810 | Literacy and Research: Inquiry II
(Students must have completed a minimum of 24 credits prior to registering for this course.) |

*Permission of adviser is required.

- 2. Directed Electives** (9 credits)
- ELY 521 Literature for Young Adults
 - ELY 545 Children's Literature
 - ELY 653 Language, Literacy, and Culture

- 3. Free Electives** (6 credits)
Under Advisement

Literacy Program Graduate

Bachelor's Degree Grade 6 (36 credits)

- 1. Core Sequence** (24 credits)
- ELY 600 Literacy and Research Inquiry I
 - ELY 602 The Reading Writing Connection
 - ELY 750* Assessing and Addressing Literacy Needs I
(Prerequisites: ELY 600 and 602)
 - 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 800 Organizing, Supervising and Reforming Literacy Programs
 - ELY 810 Literacy and Research: Inquiry II
(Students must have completed a minimum of 24 credits prior to registration for this course.)

*Permission of adviser is required.

- 2. Directed Electives** (6 credits)
- ELY 545 Children's Literature
 - ELY 653 Language, Literacy, and Culture

- 3. Free Electives** (6 credits)
Under Advisement

Grade 5 through Grade 12 (36 credits)

- 1. Core Sequence** (24 credits)
- ELY 600 Literacy and Research Inquiry I
 - ELY 603 Literacy in the Middle and Secondary Schools
 - ELY 750* Assessing and Addressing Literacy Needs I
(Prerequisites: ELY 600, 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 800 Organizing, Supervising and Reforming Literacy Programs
 - ELY 810 Literacy and Research: Inquiry II
(Students must have completed a minimum of 24 credits prior to registration for this course.)

The M.S. in Childhood Special Education

Anne Mungai, *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. 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 Special 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 outlined below with the exclusion of the student teaching semester. This program fulfills the needs of foreign students or others seeking a graduate degree in special education who do not seek public school certification within the United States.

Please Note: None of these programs are available for students who already hold provisional or initial certification in special education. Students who already hold provisional or initial certification in special education must take a graduate program in a different certification area, such as Literacy or TESOL, in order to achieve permanent/professional certification.

Childhood Special Education

(For students certified in elementary/childhood education)

Program Objective (33–39 credits)

Please consult an adviser for recommended course sequences, fieldwork requirements, and other program requirements.

Courses are 3 credits unless indicated otherwise.

Prerequisites:

EEC 600	Introduction to Special Education
SPH 602	Speech Language and Development

Recommended courses:

EEC 610	Current Topics in Special Education (Research I)
EEC 620	Technology and Instruction
EEC 630	Human Development, Cognition, and Teaching Families, Cultures, and Learning
EEC 700	

**Master of Science in Childhood
Special Education in Inclusive
Settings Dual Certification
(Preservice Track)**

(Certification in Childhood Special Education and Childhood Education 1–6)

Note: *The Preservice Track is only open to candidates with no prior classroom teaching certificates. Prerequisite courses: EDS 601 School and Society and SPH 602 Speech and Language Development (may be taken concurrently with foundation courses) 3 credits*

Required Special Education Courses

Courses are 3 credits unless indicated otherwise.

EEC 600	Introduction to Special Education
EEC 610	Current Topics in Special Education (Research I)
EEC 620	Technology and Instruction
EEC 630	Human Development, Cognition, and Teaching
EEC 700	Families, Cultures, and Learning
EEC 705	Team Collaboration
EEC 710	Classroom Management
EEC 720	Formal and Informal Methods of Assessment
EEC 740	Math and Science Technology Education for Special Education Students
EEC 750	Methods of Instruction
EEC 800	Master's Seminar in Special Education (Research II)

Special education total: 33 credits

Other Required Courses:

Courses are 3 credits unless indicated otherwise.

ECH 700	Social Studies and Critical Literacy in Childhood Education
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ELY 625	Approaches to Teaching Literacy in Childhood Education
ELY 630	Literacy for the Exceptional Child (<i>Prerequisite:</i> ELY 625)
HED 610	Health Promotion for Teachers (1 credit)

Other education courses total: 10 credits

Student Teaching/Reflection Practice

EEC 820	Student Teaching in Special Education and Childhood Education in Inclusive Settings and Seminar (6 credits)
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Total credits required: 49.55

**The M.S. in Childhood Special
Education in Inclusive
Settings Dual Certification
(In-Service Track)**

Anne Mungai, *Program Director*

**Certification in Childhood
Special Education and
Childhood Education 1-6**

Note: *The in-service track is only open to candidates who hold a classroom teaching certificate in an area other than childhood or special education. Please consult an adviser for recommended course sequences, fieldwork requirements, and other program requirements.*

Prerequisite Courses

EDS 601 School and Society

SPH1

Development

(may be taken concurrently with foundation courses)

ECH 70(website Courses 506(T*Ø TStudia c)TJCrit00011 Tc 7.2 -1.2 Td(Development)LTj opyd)Tj0 -1.16667 T

**The M.S. and Advanced
Certificate in Early Childhood
Special Education**

Crystal Kaiser, *Program Director*

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Electives (Program 1: Professional Development Certification): (6 credits, based on advisement)
(*Indicates fieldwork requirement)

ELY 545	Children's Literature
EEC 620	Technology and Instruction
EEC 700*	Families, Cultures and Learning
EEC 705	Team Collaboration
EEC 725	Individual Evaluation in Special Education (Prerequisite: ECS 700)
EYC 550	Special Topics in Early Childhood Education (1 credit)

ECS 720* Applied Behavioral Analysis

HED 571	Health Issues for Elementary Educators	HED 607	Health Promotion for Children and Adolescents
HED 601	Contemporary Health Issues	HED 621	Teaching Human Sexuality
HED 604	Aspects of Human Sexuality	HED 627	School Health Program and Policies
HED 605	Issues in Community Health	HED 650	Health and Cultural Diversity
HED 653	Environmental Health	HED 701	Substance Abuse Prevention
HED 654	Mass Communication for Health Educators	HED 702	Intervention Techniques
HED 791	Independent Study	HED 703	Dynamics of Teaching Health Education
BIO 203/BIO 204	Anatomy/Physiology	HED 792	Fieldwork (1 credit)
OR			
PED 501	Science Foundations (other course work may be substituted)		
HED 538	Student Teaching for NYS certification (not toward M.A.)		

Note 1: Evaluation of and credit for comparable course work may reduce certification credits needed; however, M.A. degree requires a minimum of 37 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 teaching experience working with children will be required to do so in health education. These experiences will be selected and scheduled through close advisement with the students' adviser and the Coordinator of the Teacher Preparation Program.

Note 3: Some courses in the program may be taken for noncredit with permission.

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

HED 501	Dynamics of Substance Abuse
HED 504	Comprehensive Health Education for Secondary Students
HED 505	Multidimensional Aspects Stress
HED 506	Health and Nutrition
PED 509	Health and Fitness
HED 520	Special Topics in Health Education
HED 571	Health Issues for Elementary Educators
HED 601	Contemporary Health Issues
HED 604	Aspects of Human Sexuality
HED 605	Issues in Community Health
HED 653	Environmental Health
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The M.A. in Health Education

(minimum 36 credits)

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

Required Courses (minimum 27 credits)

HED 602	Research and Technology in Health Education
HED 603	Mind/Body Dimensions in Health

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

(Does not lead to initial teacher certification)

The Master of Arts in community health education is a minimum of 37 credits (depending on candidate's prior course work and experience) 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*

HED 601	Contemporary Health Issues
HED 602	Research and Technology in Health Education
HED 603	Mind/Body Dimensions in Health
HED 605	Issues in Community Health
HED 650	Health and Cultural Diversity
HED 654	Mass Communication for Health Educators
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)

(minimum 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 571	Health Issues for Elementary Education
HED 604	Aspects of Human Sexuality
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.

Enhance Requirements

**The Master of Arts in Physical
Education**

*(Professional certification for students who
already have initial teacher certification in physi-*

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take additional electives at the advanced level in physical education or in related fields, such as exercise science, sports management, adapted physical education, or health education.

**Recommended De a . men al
Elec i es in Elemen a Ph sical
Ed@ca i n**

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

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: Physical

Education Concentration (51 credits)

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

PED 461	Kinesiology
PED 463	Physiology of Exercise
PED 495	Foundations and Technique/Tumbling/Gym
PED 495	Foundations and Techniques/ Sports I
PED 495	Foundations and Techniques/ Sports II
PED 495	Foundations and Techniques/ Rhythms and Dance
PED 505	Professional Seminar
PED 508	Technology in Health and Physical Education
PED 509	Health-Related Fitness Education
PED 641	Social Foundations in Physical Education
PED 643	Movement Experience for the Elementary School Child
PED 650	Research & Design of Experiments
PED 652	Curriculum Analysis
PED 653	Motor Learning
PED 656	Teaching Analysis (counts as EDU credit for NYS)
PED 671	Physical Education for the Exceptional Child
PED 792	Internship in Physical Education

Education Foundations

(18 credits including PED 656)

EDU 516	Curriculum and Methods of Instruction
EDU 600	Childhood Development
EDU 601	School and Society
PED 536	Student Teaching and Seminar (6 credits)

Social Workshops and Seminars

(noncredit)

Fees are required for each noncredit 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 167 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' adviser 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 (15 credits)

PED 508	Technology in Health and Physical Education
PED 650	Research and Design of Experiments
PED 652	Curriculum Analysis
PED 653	Motor Learning
PED 656	Teaching Analysis

Required Adapted Specialization

(15 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

PED 621	Laboratory Investigation in Work Physiology
PED 623	Adult Fitness Programming
PED 624	G99 Tc 0 tri

Communication Sciences and Disorders

Yula C. Serpanos, *Chair*

The Department of Communication Sciences and Disorders offers the Master of Science (M.S.) in speech-language pathology and audiology concentrations and Doctor of Arts (D.A.) (concentration in speech-language pathology) degree programs. 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 course work 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.

Certificate of Clinical Competence of ASHA and to New York State licensure. Students are expected to adhere to University policies regarding academic integrity, including class attendance, as outlined in course syllabi.

The Master's program in speech-language pathology is 56 credits and can be full-time or part-time study. In addition to the program at the main campus in Garden City, the Master's program in speech-language pathology is also offered at two additional locations: Adelphi University's Manhattan Center and at St. Joseph's College in Patchogue. The academic courses at the Garden City Campus are held on a traditional 15-week semester. The academic courses at the Manhattan Center and St. Joseph's College campus are held on Sundays in 8-week cycles. All students must take academic course work at the program site (i.e., Garden City, Manhattan Center, or at St. Joseph's College) to which they were admitted. Exceptions are granted only with prior approval of the student's academic adviser. All clinical seminars and in-house practica are held on the Garden City campus.

The Master's program in audiology is 53 credits. Students concentrating in audiology should be aware that audiology courses may be offered during the first summer session and that it will be necessary to take the courses at these designated times.

Students must complete a series of supervised clinical practica, both at the Hy Witting cle-

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advised accordingly. It is expected that most students will need at least a few of the following courses:

CHD 600	Child Development
EDS 601	School and Society
HED 610	Health Preparation for Teachers

In addition, students are required to take:

SPH 561	Speech-Language Pathology in a School Setting
<i>AND</i>	
SPH 674	Clinical Practice in a School Setting (replaces SPH 661 in the general master's curriculum). Students must also pass the LAST and ATSW to be recommended for certification by Adelphi.

Bilingual Education in the TSSLD

Susan H. Lederer, *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 course work:

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

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, as per New York State guidelines.

The M.S. in Communication Disorders Concentration in Audiology (53 credits)

Janet R. Schoepflin, *Coordinator*

Required Courses

SPH 600	Speech and Hearing Science
SPH 601	Amplification Systems I
SPH 603	Language Disorders in Children I
SPD 604	Language Development of Deaf/Hearing Impaired
SPH 605	Advanced Aural Rehabilitation
SPH 606	Advanced Clinical Audiology I
SPH 607	Advanced Clinical Audiology II
SPH 609	Psychoacoustics and Instrumentation
SPH 640	Differential Diagnosis of Auditory Disorders I
SPH 641	Differential Diagnosis of Auditory Disorders II
SPH 642	Amplification Systems II
SPH 644	Pediatric Audiology
SPH 650	Clinical Practice in Audiology
SPH 651	Clinical Practice in Audiology
SPH 652	Clinical Practice in Audiology
SPH 653	Clinical Practice in Audiology
SPH 658	Clinical Practice in Speech-Language Pathology
SPH 659	Clinical Seminar in Speech-Language Pathology
SPH 670	Research Methods in Communication Sciences and Disorders

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 in the field of communication disorders. As the profession has expanded and matured, the demand for doctoral-level personnel in clinical settings has grown rapidly.

Students in speech-language pathology must have completed a master's degree or its equivalent before admission to the Doctor of Arts program. Students who have not completed course work basic to this doctoral program will have to make up deficiencies. Admission is contingent

Research Requirements

A doctoral dissertation is required, based on substantive research on a topic related to clinical problems, symptom analysis of communication impairments, or remediation of communication disorders. An oral defense of the doctoral dissertation is required.

Course Requirements

The following courses are required:

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

SPH 895	Doctoral Thesis Seminar
PSI 644	Advanced Psychological Statistics

* Minimum of 6 credits in three different areas.

An advanced composition course on scientific writing is required. The particular course will be selected according to the student's needs.

If doctoral students receive a grade of C+ or lower in a course, they may no longer continue in the program.

Elective Courses

SPH 700	Language and Thought
SPH 712	Neurological Bases of Speech
SPH 713	Otolaryngological Aspects of Speech Pathology and Audiology
SPH 831	Seminar in Prosthetic Amplification

Note: Doctoral students may, with the approval of the program coordinator, take master's level courses as electives.

SPH 672	Communications Systems for Individuals with Severe Disability
ELY 602	The Reading-Writing Connection
EBE 600	Foundations of Bilingual and Multicultural Education: Theory and Practice
EEC 630	Human Development, Cognition, and Teaching
EDU 721	Theories of Second Language Acquisition
SPH 832	Management of the Acoustically Handicapped
BIO 630, 631	Selected Topics in Biology
PSI 610	Freud and Psychoanalysis
PSI 645	Design and Analysis of Experiments

health examination, a satisfactory speech and hearing evaluation, acceptable academic and personal qualifications, satisfactory faculty rec-

COURSES OF INSTRUCTION

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EBE 612 Topics in Cultural Studies 3 credits

This course will focus on the cultural origins and characteristics of Latin America as manifested throughout its history, literature and other artistic expressions, and on the application of these to the students' own classroom curriculum.

EBE 620 Linguistics for Teachers: Psycholinguistics and Sociolinguistics 3 credits

This course will present the theoretical understandings of the fields of psycholinguistics and sociolinguistics, including review of the sound systems of language, the meaning and information structures of language, the structure and grammar of language, and the role of the psychological in language development. Students will further develop an understanding of the field of applied linguistics and its application in the diverse classroom.

EBE 630 Second Language Acquisition: Pedagogical Implications of TESOL 3 credits

This course is a comprehensive survey of the structure of English for teachers of ESL and EFL students. It prepares teachers to answer students' questions about the structure of English, diagnose students' grammatical errors, and prepare lesson plans and activities to teach grammar through explicit and implicit methods.

EBE 720 Assessment Procedures for ESL and Bilingual Learners 3 credits

This course will enable students to: (1) Develop an understanding of the critical role both assessment and decision-making processes play in English language-learning classrooms; (2) Develop an understanding of the nature and characteristics of English language-learner students; (3) Analyze traditional and non-traditional assessment procedures that can be used with English language-learner students (e.g., standardized tests, observations, portfolios, questionnaires, interviews, and teacher-made tests).

EBE 721 Theories of Second Language Acquisition: Sociocultural Implications 3 credits

This course will provide students with an understanding of the complex theoretical underpinnings and processes of both first and second language acquisition as it develops student awareness of the impact of socio/cultural influences that shape language, language choice, language use, and language and power. Application to the English language-learning classroom will be emphasized.

EBE 820 Student Teaching in TESOL: Practicum

3-6 credits, 2 contact hours, FLD workload credits, fall and spring only

This course provides the capstone experience in the TESOL program and comes in the final semester after all other course work has been completed. Students are required to spend eight weeks in a pre-K-6 ESL classroom and eight weeks in a 7-12 ESL classroom. The placement is full-time, five days a week for one semester. Students work with a cooperating ESL teacher and a supervising university ESL educator, who also teaches a reflective practice seminar one evening each week during the semester of the student

teaching experience. This seminar will cover a range of topics, including theories of second language acquisition, and methods of teaching literacy to second-language learners at the elementary and secondary levels. 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 Web site academics.adelphi.edu/edu/studentteach.shtml.

EBE 821 Practicum in TESOL for Teachers Certified in Ohio A-EAS 3 credits, fall and spring only

This course is only open to TESOL education majors who hold provisional or initial certification in another classroom teaching area. This course provides the capstone experience in the TESOL program and comes in the final semester after all other course work has been completed. During the Practicum semester, students are required to spend a minimum of eight weeks under the supervision of a certified ESL 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 ESL teacher and a supervising university ESL 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, theories of second language acquisition, and methods of teaching literacy to second-language learners at the elementary and secondary levels. 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 Web site academics.adelphi.edu/edu/studentteach.shtml.

EBE 822 Summer Practicum in TESOL for Teachers Certified in Ohio A-EAS 3 credits

This course is only open to TESOL majors who hold provisional or initial certification in another classroom teaching area and work as a classroom teacher during the school year. This course provides the capstone experience in the TESOL program and comes in the final summer session after all other course work has been completed. During the Summer Practicum, students are required to spend a minimum of six weeks under the supervision of a certified ESL 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 ESL teacher and a supervising university ESL 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 theories of second language acquisition, and methods of teaching literacy to second-language learners at the elementary and secondary levels. 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

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will provide Adelphi students with the chance to truly interact with the Regent's curriculum and receive actual teaching examples and demonstrations from people in the field. The content areas of earth science, biology, chemistry, physics and informal science learning/museum education will be utilized.

EAE 618 Social Studies Content, Pedagogy and Assessment: Learning in the Middle Grades 3 credits
This course carries 25 hours of field experience.
Corequisite: EEC 711 Managing Inclusive Environments,

environments, and to monitor and assess student learning. 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 Web site academics.adelphi.edu/studentteach.shtml.

ECH 822 Summer Practicum in Childhood Education for Teachers Certified in Ohio Areas

3 credits

This course provides the capstone experience in the Childhood 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 Childhood 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 childhood educator. Experiences will cover at least two age ranges: grades 1–3 and 4–6, and will include practice teaching as well as individual and small group instruction. Students work with a cooperating childhood teacher and a supervising university childhood 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. 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. 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 Web site academics.adelphi.edu/studentteach.shtml.

ECH 830 Student Teaching in Childhood Education

3 credits, 2 contact hours, FLD workload credits, fall and spring only.

This course comes in the final semester after all other course work has been completed. Students are required to spend eight weeks in a 1–3 grades elementary classroom and eight weeks in a 4–6 grades elementary classroom. The placement is full-time, five days a week for one semester. Students work with a cooperating childhood teacher and a supervising university childhood educator, who also teaches a reflective practice seminar one evening each week during the semester of the student teaching experience. This seminar will cover a range of topics, including the uses of school-based educational technology. 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. 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 Web site academics.adelphi.edu/studentteach.shtml.

ECH 851/852 Student Teaching 1 and 2 in Childhood Education for Uncertified Childhood Teachers

3 credits each

This two-course sequence provides the capstone experience in the Childhood 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 Childhood Education majors who currently work as a childhood teacher 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 childhood 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 childhood teacher and a university supervisor for a minimum of six weeks in a different age range, either the 1–3 or 4–6 grade level. Students work with a cooperating childhood teacher and a supervising university childhood 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. Emphasis is placed on the implementation of teaching and curriculum approaches

CHILDHOOD SPECIAL EDUCATION (0810-EEC COURSES)

EEC 711 Managing Inclusive Environments

3 credits

(Previously EEC 560)

A 25-hour field observation experience is a course requirement. In conjunction with corequisites EAE 603 for English, math, and science content area adolescence majors, OR EAR 509 for art education majors, OR EAE 618 for social studies content area, OR EBE 602 for TESOL majors. Adolescence majors to total fifty (50) hours combined fieldwork for the semester.

The course is designed to introduce secondary educators to the legal and structural changes in the current educational landscape that permit the accommodation of students with special needs in general education classrooms; to explore professional obligations that attach to these changes; and to study classroom management options that maximize learning and minimize distractions in inclusive secondary classrooms.

EEC 600 Introduction to Special Education

3 credits

Designed to provide all educators with an awareness of contemporary issues in special education and the needs of exceptional learners. The course provides a brief overview of special education law and processes, and the historical and philosophical bases of regular and special education. It focuses on the nature of children with the full range of disabilities including special healthcare needs, their characteristics, and instructional needs. Field observation is a requirement.

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 and the Internet and to develop and design a personal Web page to fulfill course requirements.

EEC 630 Human Development, and Learning

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 collective-

ly, 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, and Learning

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 Management

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 and Science 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 and science for special education students.

The course provides an understanding of the historical, philosophical and sociological issues that surround the context of teaching math and science to students with special needs. Emphasis is placed on the processes of understanding concepts of natural phenomena and practical applications of math and science as they relate to the students' lives. This course will include hands-on experiences. The use of manipulatives will be emphasized along with informal science and math education settings/institutes for enriching the learning experience for special education students.

EEC 750 Methods of Instruction 3 credits

The course provides a foundation in current methods of teaching students within the full range of disabilities and employs both direct instruction and role simulation. The methods provided are applicable for students included in general education classes as well as for those placed in special settings. Effective methods for teaching all learners, for developing cognitive skills and developing positive social skills will be presented. Fieldwork is a course requirement.

ELY 630 Literacy for the Exceptional Child 3 credits
25 hours of fieldwork are required.

Prerequisite: ELY 625

This course is designed to give teachers an introduction to individualized programs for the exceptional child. Students will learn about reading assessment and evaluation with the goal of designing individualized literacy instructional programs for children. As part of this class, students will participate in a fieldwork component where they will evaluate a child identified as needing extra help and then create an individualized literacy program for that child. Topics to be covered include: emergent literacy; conducting a clinical interview; communicating with parents; literacy assessment techniques; report writing; making instructional recommendations; creating an individualized instructional program; using a balanced literacy approach; guided and shared reading; independent reading; choosing appropriate materials for each child; writing process, and; reading strategies for instruction and intervention.

EEC 725 Individual Educational Assessment in Special Education 3 credits

This is a laboratory course designed to explore existing and experimental diagnostic tools to aid in educational planning for exceptional children. Students will select, administer and interpret various psycho-educational tests (formal and informal) used with children in grades one through six who have varying academic, developmental, social, and physical strengths and needs. Long-, and short-range goals and educational prescriptions will be developed. Fieldwork is a course requirement.

EEC 735 Special Programs: Gifted and Bilingual Children 3 credits

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university special educator, who also teaches a reflective practice seminar two evenings each week during the summer session. 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 in the School of Education Web site academics.adelphi.edu/edu/studentteach.shtml.

EARLY CHILDHOOD EDUCATION (0814-EYC COURSES)

EYC 550 Social Topics *1 credit*
This intensive will offer a new selection of topics each year that address a variety of contemporary themes and issues that influence the education and care of young children and their families.

EYC 551 Speech and Language Development *1 credit*
An introduction to the nature of early speech and language development, birth to 5 years. Topics will include the acquisition and interrelationships among phonology, semantics, morphology, and syntax; identification of children with speech/language delays; and teacher/parent strategies to facilitate language development in a variety of contexts.

EYC 552 The English Language Learner Student *1 credit*
The population of young children in our educational settings represents a number of different cultures and ethnicities, thus creating interesting challenges for early childhood educators. Many children speak languages other than English and behave differently reflective of cultural customs and values. This intensive explores issues related to planning learning opportunities and outcomes for these children.

EYC 553 The Gifted Child *1 credit*
Students with high academic potential and exceptional abilities are part of a rich and inevitable diversity in our classrooms. The curriculum must be tailored to meet their needs. This intensive will provide access to theory and practice on issues related to the education of young children with high potential.

EYC 554 Working With Professionals in the Classroom *1 credit*
Paraprofessionals are key elements in an early childhood setting. Explore how to work collaboratively with them to establish and maintain a safe, healthy learning environment; to support the children's social, emotional, and intellectual development; and to respond to the needs of all children.

EYC 555 Block Building *1 credit*
This intensive course will explore the values and uses of blocks as a material and block-play for extending children's growth and development as well as a teaching/learning method in early childhood settings.

EYC 556 Sensory Learning *1 credit*
An introduction to sensory learning and sensory integration. Topics will include the nature of normal sensory functioning; multi-sensory learning in the classroom; identification of children with sensory integration problems; and strategies to support learning in children with hyper or hypo sensitivities, attention problems, and organization and transition issues.

EYC 557 Introduction to the Administration and Supervision of Early Childhood Settings *1 credit*
This intensive course will introduce students to the field of educational administration and supervision of early childhood settings.

EYC 650 Facing History: Roots of Early Childhood Education *3 credits*
This course is designed to examine the philosophical, historical, psychological, cultural, social, and ethical foundations of early childhood education. The course will enable students to engage in discussions about the historical overview of attitudes toward children; the emergence of developmental theories; contexts of development; and contemporary issues and future concerns in the field of early childhood education.

EYC 655 Children's Play: A Study of Development and Learning *3 credits*
This course will enable students to develop an understanding of the historical evolution of play; describe the contributions that play makes to children's development; gain familiarity with the play behaviors of young children with special needs; and examine the roles of teacher and parents in play.

EYC 660 Assessment, Observation, and Documentation in Early Childhood Settings *2 credits*
This course will enable students to understand assessment as a decision-making, collaborative process involving children, teachers, parents, and other professionals; explore different methods of assessing young children; understand the value of documentation as an on-going practice to gain insight into children's development and to guide curricular decisions based on children's needs, interests, and abilities.

EYC 665 Artistic and Creative Expression in Young Children *2 credits*
This course will examine artistic and creative expression from infancy through childhood with an emphasis on how art

managing student behavior; managing communication with students, parents and other teachers; and managing the work of paraprofessionals in the early childhood classroom.

EYC 800 Field Experience in Early Childhood Settings and Capstone Project *3 credits*

This course provides the fieldwork experiences in the early childhood education program. Students are required to spend a *minimum of 100 clock-hours* with students in early childhood, including experiences with each of the three early childhood groups: pre-kindergarten, kindergarten, and grades 1 through 2. Students are expected to observe and participate in the daily routine of an early childhood setting. Students will also participate in 15 2-hour workshops during the semester of the field experience aimed at guiding students in the completion of a culminating project.

EYC 801 Field Experience in Early Childhood Settings and Capstone Project *2 credits*

This course provides the fieldwork experiences in the early childhood education program. Students are required to spend a *minimum of 50 clock hours* with students in early childhood, including experiences with each of the three early childhood groups: pre-kindergarten, kindergarten, and grades 1 through 2. Students are expected to observe and participate in the daily routine of an early childhood setting. Students will also participate in 10 two-hour workshops during the semester of the field experience aimed at guiding students in the completion of a culminating project.

EYC 820 Student Teaching in Early Childhood Education *6 credits*

This course provides the capstone experience in the early childhood education program. Students are required to spend *sixteen weeks* (two periods of eight weeks each) with at least two of the following age groups: pre-kindergarten, kindergarten, and grades 1 through 2. The placement is full-time, five days a week for one semester. Students work with a cooperating early childhood teacher and a supervising university early childhood educator, who also teaches a reflective practice seminar one evening each week during the semester of the student teaching experience.

EYC 821 Practicum in Early Childhood Education (for Teachers Certified in Other Areas) *3 credits*

This course provides the capstone experience in the early childhood education program. During the practicum semester, students are required to spend a *minimum of eight weeks* under the supervision of a certified early childhood educator. Experiences will cover at least two of the following age groups: pre-kindergarten, kindergarten, and grades 1 through 2, and will include practice teaching as well as individual and small group instruction. Students work with a cooperating early childhood teacher and a university early childhood educator supervisor, who also teaches a reflective practice seminar one evening each week during the semester of the practicum.

EYC 822 Student Practicum in Early Childhood Education (for Teachers Certified in Other Areas) *3 credits*

This course provides the capstone experience in the early childhood education program. During the summer practicum, students are required to spend a *minimum of six weeks* under the supervision of a certified early childhood educator. Experiences will cover at least two of the following age groups: pre-kindergarten, kindergarten, and grades 1 through 2, and will include practice teaching as well as individual and small group instruction. Students work with a cooperating early childhood teacher and a university early childhood educator supervisor, who also teaches a reflective practice seminar one evening each week during the semester of the practicum.

EYC 851/852 Student Teaching 1 & 2 in Early Childhood Settings (for Uncertified Early Childhood Teachers) *6 credits*

This two-course sequence provides the capstone experience in the early childhood education program and comes in the final semester and summer session after all other course work has been completed. 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 early childhood 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 early childhood teacher and a university supervisor for a *minimum of six weeks* in a different age range. Students work with a cooperating early childhood teacher and a supervising university early childhood 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.

EYC 900 Applied Practicum in Early Childhood Settings (for Teachers Certified in Other Areas) *3 credits*

This course provides the capstone experience in the early childhood education program. During the applied practicum semester, students are required to spend a *minimum of 20 days* under the supervision of a certified early childhood educator. Experiences will cover one of the following age groups: pre-kindergarten, kindergarten, and grades 1 through 2, and will include practice teaching as well as individual and small group instruction (all these age groups will be covered in the 50-hour required fieldwork component of the program). Students work with a cooperating early childhood teacher and a university early childhood educator supervisor, who also teaches a reflective practice seminar one evening each week during the semester of the practicum.

EARLY CHILDHOOD SPECIAL EDUCATION (0820-ECS COURSES)

**ECS 600 Introduction to Inclusive Early
Intervention: Philosophy, Needs,
Infants and Toddlers** 3 credits
Prerequisite: EEC 600.

Introduction to best practice philosophy, models, practice and research foundations of comprehensive, trans-disciplinary, family-centered, inclusive early intervention in natural environments. Best practices for the entire range of disabilities and severity levels. Roles of governmental agencies, significant legislation, and state regulations for the Early Intervention program. (Field experience is required.)

**ECS 610 Coaching and Mentoring
Family Partnerships for Young Children
with Special Needs** 3 credits

Introduction to current principles and exemplary practice in family support from birth through seven years. Strategies for sharing respect and responsibility within a family empowerment model. Evaluation of collaboration effectiveness at various stages in partnership development. Parent interview materials and techniques; family-centered program evaluation. (Field experience is required.)

**ECS 620 Introduction to Inclusive Early Childhood
Special Education: Preschool through Primary** 3 credits
Prerequisite: EEC 600.

Introduction to best practice models of comprehensive, interdisciplinary, family-centered, and inclusive preschool, kindergarten and early primary interventions for young children with a wide range of disabilities, including all severity levels. Roles of governmental agencies, significant legislation, and state regulations for ages three to seven. (Field experience is required.)

**ECS 700 Atypical Infant and
Early Childhood Identification,
Assessment and Progress Evaluation** 3 credits

Early identification of infants and young children with developmental disabilities; observation, screening and assessment strategies; evaluation of measurement tools with a focus on infant through early primary developmental evaluation. Systematic analysis of results from multiple sources, formal report writing, effective parent conferenc-

ECS 840, ECS 850 Special Teaching I and II in Early Childhood Special Education and Clinical Seminars 3 credits each
Apply well in advance (see deadlines on advisement sheet).
 Available to qualified early childhood special education graduate students who have completed all advanced sequence course work and passed state testing. Placements are each four to eight weeks (20 days minimum) in fall or spring semesters with one of three early childhood age groups and a clinical seminar.

ECS 860, ECS 870 Summer Special Teaching I and II in Early Childhood Special Education and Clinical Seminars 3 credits each
Apply well in advance (see deadlines on advisement sheet).
 Available to qualified ECSE graduate students who have completed all advanced sequence course work and passed requisite state testing. Each is a four-week (20 days) placement with one of three early childhood age groups (prior field experience in a third age group required) and a clinical seminar.

ECS 880, ECS 890 Practicum I and II in Early Childhood Special Education and Clinical Seminars 3 credits each
Apply well in advance (see deadlines on advisement sheet).
 For certified teachers with all prerequisite course work and field experience successfully completed. Each practicum consists of one four- to eight-week (20 days minimum) fall or spring placement with one of three early childhood age

EDUCATIONAL LEADERSHIP (0806-EDL COURSES)

EDL 533 Computer-Based Technologies in Education *3 credits*

This is a broad production-based course in a variety of computer-based technologies. Topics include: (1) electronic databases; (2) education production tools; and (3) educational software. These components will include the use of presentation software, spreadsheets, Blackboard, and electronic digital portfolios.

EDL 553 Educational Policy *3 credits*

This course provides an overview of major issues and controversies in educational policy. Through a historical, sociological, and political analysis of educational problems, the course explores a variety of policy initiatives and reforms, including curriculum and learning standards, school choice, tuition vouchers, charter schools, and privatization.

EDL 554 Research and Evaluation in Schools *3 credits*

This course encourages students to investigate the theoretically based models and tools of school assessment, evaluation, and research. Efforts by school administrators to evaluate the effects of policy, program, and organization are explored within the context of educational research in such areas as school reform, curriculum, and school-based management. There will be an overview of recent national debates about curriculum and assessment within the context of the standards movement. Comparative views of curriculum and assessment around the globe will be addressed. Another aspect of the course addresses the use of technologies both as a medium of evaluation and as its focus. Students can expect to gain greater mastery in the design of research as it pertains to their work in the schools using, for example, action research paradigms. A field-based component of this course involves implementation of some elements of a program evaluation within a school setting.

EDL 555 Administrative Internship *5 credits*

An administrative internship within a school administrative setting consisting of 320 hours is included in the program. Students are co-supervised by University faculty and school administrators within the internship setting. The internship focuses on leadership within decision-making contexts, community relations, program development and evaluations, and supervision of staff. School sites for internships are

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EDL 666 School Leadership 3 credits
Leadership is presented from both a theoretical and practical point of view. Since there is no comprehensive theory of leadership, the major theories, including trait theory, behavioral theory, contingency theory, transformation, and management style, will be studied. Leadership has many practical aspects. Some of those that will be covered are dealing with facilitating change, career development, gender and diversity issues, and team building.

EDUCATION (0801-EDU COURSES)

EDU 502 Reflective Practice Seminar in Early Childhood and Elementary Education 3 credits
Corequisites: EDU 531 and 544.
Taken concurrently with EDU 531 this seminar provides student teachers with the opportunity to reflect critically and analytically on their student teaching experiences. Students attend a weekly seminar and are expected to complete a reflective practice journal or project.

EDU 503 Reflective Practice Seminar in Secondary Education 3 credits
Corequisite: EDU 530 or 540.
Taken concurrently with EDU 530, this seminar provides student teachers with the opportunity to reflect critically and analytically on their student teaching experiences. Students attend a weekly seminar and are expected to complete a reflective practice journal or project.

EDU 505 Bilingual Elementary Education Practicum 3 credits
The practicum consists of an eight-week supervised teaching experience in the teacher's own bilingual elementary education classroom. This experience will fulfill the required field experience towards New York State Certification in elementary education as well as the bilingual certification extension. A seminar is required and meets for the entire semester.

EDU 507 Bilingual Secondary Education Practicum 3 credits
The practicum consists of an eight-week supervised teaching experience in the teacher's own bilingual secondary education classroom. This experience will fulfill the required field experience towards New York State Certification in secondary education content areas as well as the bilingual certification extension. A seminar is required and meets for the entire semester.

EDU 509 Bilingual Special Education Practicum 3 credits
The practicum consists of an eight-week supervised teaching experience in the teacher's own bilingual special education classroom. This experience will fulfill the required field experience towards New York State Certification in special education as well as the bilingual certification extension. A seminar is required and meets for the entire semester.

EDU 527 Bilingual Elementary Education Student Teaching 3 credits
Fieldwork for teachers who have already student taught in monolingual elementary school classrooms. Student teaching at this level requires a full five days per week for eight weeks during one term. The student will have experience in a bilingual elementary school setting at both the primary and intermediate grade levels. A student teaching seminar must be taken for the entire semester.

EDU 528 Bilingual Secondary Education Student Teaching 3 credits
Fieldwork for teachers who have already student taught in a monolingual secondary classroom. Student teaching at this level requires five full days per week for eight weeks during one term. The secondary education bilingual placement will be arranged with a bilingual cooperating teacher in the secondary field of concentration corresponding to the student's specialization. A student teaching seminar will be taken for the entire semester.

EDU 529 Bilingual Special Education Student Teaching 3 credits
Fieldwork for teachers who have already student taught in a monolingual special education classroom. Student teaching at this level requires five full days per week for eight weeks during one term. The special education bilingual placement will be arranged with a bilingual cooperating teacher in the 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 GPA cumulative GPA; 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 GPA; satisfactory health and speech evaluations; satisfactory personal and pro-

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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

EDU 722 S@e ised S@len Teaching and Semina in TESOL 6 credits
Prerequisites: 24 credits in TESOL program; 3.0 GPA cumulative GPA; 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 teaching in the field. Provision is made for a variety of experiences in approved school situations. Attendance at a weekly seminar and individual conferences with the supervisor of student teaching is required.

EDU 728 Biling@al S@cial Ed@ca i@n S@len Teaching 6 credits
 The Special Education Bilingual placement will be arranged with a bilingual cooperating teacher in the special education field. Student teaching will be conducted in English and the target language in special education will require five full days per week for a period of 16 weeks. A student teaching seminar will be taken concurrently.

EDU 732 S@len Teaching in S@cial Ed@ca i@n 3 credits
Prerequisite: minimum of 18 credits in special education including EDU 670, 698 or 675 or 680, 676, 770, and 771. Attendance at a weekly seminar is required.
 An eight-week program of supervised full-time teaching five days per week. This course is required of all students who are specializing in this area. Students who do not hold provisional or permanent certification in another area must either take EDU 733 (Dual Certification in Elementary Education and Special Education) or student teach for 16 weeks.

EDU 733 S@len Teaching: S@cial Me@h@ds and P@ac i@e in Elemen@ Ed@ca i@n and S@cial Ed@ca i@n 6 credits
Prerequisite: minimum of 18 credits in special education including EDU 670, 698 or 675 or 680, 676, 770, and 771 and a minimum of 12 credits in elementary education including EDU 627 and at least 2 other methods courses (EDU 621, 626, 629).

Required of all students for dual certification in elementary and special education and for those seeking special education certification without any prior student teaching experience. Student teaching requires five full days per week for 16 weeks. The first eight weeks are in elementary education and the final eight weeks are in special education. Attendance at a weekly seminar is required.

EDU 734 P@ac i@e@n in S@cial Ed@ca i@n 3 credits
For teachers who are currently employed as teachers of Special Education.
 Students currently teaching special education 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 735 Elemen@ Ed@ca i@n S@len Teaching in a Biling@al Se i@ng 6 credits
Prerequisite: minimum of 18 credits in education including EDU 627 and at least 2 other methods courses (EDU 635, 626, 628, 629). Attendance at a weekly seminar is required.
 Student teaching at this level requires a full five days per week for a minimum of 16 weeks during one term. The student will have experience in a bilingual elementary school setting at both the primary and intermediate grade levels. A student teaching seminar must be taken at the same time.

EDU 736 Biling@al Sec@nda Ed@ca i@n S@len Teaching 6 credits
Prerequisite: minimum 13 credits in education including EDU 510–519 and all credits in teaching area for certification. Please see program director for specific information.
 The Secondary Education Bilingual placement will be arranged with a bilingual cooperating teacher in the secondary special field of concentration corresponding to the student's specialization. Student teaching will be conducted in English and the target language at the secondary level and will require five full days per week for a period of 16 weeks. A student teaching seminar will be taken concurrently.

EDU 737 S@len Teaching P@ac i@e@n and Semina : Teache of Child en i@h S@eech, Lang@ge, and Hea i@ng Disabili es 6 credits
Attendance at weekly seminars is required.
 A program of supervised teaching four full days per week for a minimum of 16 weeks.

EDU 738 S@len Teaching P@ac i@e@n and Semina : Teache of Child en i@h S@eech, Lang@ge, and Hea i@ng Disabili es 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.

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EDU 762, 763 In e nshi S @len Teaching

Sec nda Sch ls *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, 767 In e nshi S @len 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 In e nshi S @len Teaching

S ecial Ed@a i n *3 credits each*

This two-semester course is required for special education 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.

LITERACY (0802-ELY COURSES)

ELY 521 Li e a @ e f i Y i @ng Ad @ s *3 credits*

This course is designed to engage students in a study of the literature of interest to adolescents or young adults. The integration of literature across disciplines can be greatly enhanced when teachers are knowledgeable about historical and current trends in young adult literature as well as the literary theories that can serve as lenses for examining such texts. Literary theory and pedagogy will inform all aspects of

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techniques will be studied for differentiated supervision of teaching, program evaluation as well as staff development. Historical development of program design, current trends, as well as state and professional standards for curriculum and instruction will be examined. You will gain skills that support teachers and paraprofessionals in maintaining and increasing the effectiveness of their instruction.

ELY 810 Literacy and Research: Inquiry II 3 credits
Students must have completed a minimum of 24 credits prior to registering for this course.

This capstone class will culminate with students engaged in an in-depth investigation or action research project related to literacy teaching and learning. Students will propose and implement a project of their own design relevant to their interest or teaching situation. Projects may include such topics as: addressing the literacy needs of special learners, developing innovative and interdisciplinary literacy curriculum, application of technology in the literacy curriculum, or initiatives designed to facilitate educational change in literacy education. Continual collaborative discussion of students' summative electronic portfolios will be emphasized.

HEALTH STUDIES

HEH 501 The Dynamics of Substance Abuse 3 credits
Examines the problem of substance abuse by studying its psychological, legal, and pharmacological aspects. Various methods of prevention and rehabilitation will be explored. After taking this course, preservice teachers will have the knowledge and skills to teach to the health education standards related to tobacco, alcohol, and other drug education.

HEH 505 Multidimensional Aspects of Stress 3 credits
Investigation of theoretical and practical aspects of human stress and stress management. Using a multidimensional model of health and an experiential approach to learning, students will analyze stress from both a professional and personal perspective. Stressors involving cultural, socioeconomic and environmental factors will be addressed. After taking this course, preservice and in-service teachers will have the knowledge and skills to teach to the health education standards related to stress and mental health education.

HEH 506 Health and Nutrition 3 credits
Students will examine recent nutritional theory and information as they impact on the health of the individual and the society. Topics will include nutritional needs throughout the life cycle, dietary needs of people with specific health problems, common eating disorders, the relationship between dietary patterns and disease, the relationship between culture, socioeconomic factors, lifestyle and nutrition, and nutrition education methods. After taking this course, preservice and in-service teachers will have the knowledge and skills to teach the health education standards related to nutrition, eating disorders, and body image education.

HEH 520 Special Topics 1-3 credits
An examination and analysis of a specific health issue. Topics chosen will change periodically to reflect contemporary concerns.

HEH 537 Student Teaching in Health 3 credits
Students are required to spend 7-8 weeks in a health education setting. The placement is full time, five days a week.

HEH 538 Student Teaching in Health Education 6 credits

Prerequisite: Department approval

This course provides the capstone experience in the health education teachers program. Students are required to spend 16 weeks in a K-12 school 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.

HEH 601 Current Health Issues 3 credits
Investigation of critical health issues affecting individuals, families, and communities. Detailed analysis of causes and prevention strategies will draw from social science, medical, epidemiological, and education research. Topics studied include alcohol, tobacco, and other drugs, human development, environmental health, personal health and safety, cancer prevention, and basic nutrition. Students are taught to adapt what they learn to that classroom setting.

HEH 602 Research and Technology in Health Education 3 credits

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

HEH 603 Mind/Body Dimensions in Health 3 credits
This course is a philosophical and speculative study of health. Students will examine the interaction of the mental and physical dimensions of health as they relate to human development.

HEH 604 Aspects of Human Sexuality 3 credits
Analysis of the multidimensional aspects of human sexuality in environmental influences on sexuality, dating, abuse and violence in sexual

HED 605 Issues in Community Health *3 credits*

An analysis of characteristics and developments in the health system, with specific focus on elements that impact on prevention issues.

HED 607 Health Promotion for Children and Adolescents *3 credits*

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

HED 610 Health Education Training for

PHYSICAL EDUCATION

PED 500 Organizational 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 Physical Activity *3 credits*
 Kinesiological and physiological applications to physical activity 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 630 Psychological Factors 3 credits
Selected psychological factors that influence participation in sport and physical education; personality, dynamics, motivation, aggression, competition, with emphasis on research and theoretical implications.

PED 632 Introduction to Sports Management 3 credits
A general overview of the application of management theory to athletics and sports organizations and an introduction to problems in sports management.

PED 636 Athletic Administration 3 credits
Application of administrative theory to problems in intercollegiate and interscholastic athletics including budgeting, facility management, personal relations, marketing, personnel management, Title IX, and ethical concerns.

PED 637 Organizational and Administrative in Physical Education 3 credits
An investigation into the processes of appropriate organization, administrative techniques, and procedures useful in efficient management.

PED 638 Sport in American Culture 3 credits
An examination of the nature and place of sport in American life; an analysis of the interrelationships between sport and institutions, social systems, and culture; and an exploration of the impact sport has on the individual coach, participant, and spectator.

PED 639 Introduction to Sports Law 3 credits
A general overview for the administrator, coach, or teacher. Students gain knowledge of the variety of state and national laws applying to sports through assigned readings and case analyses.

PED 641 Social Foundations in Physical Education 3 credits
In meeting the New York State Standards, the course presents an overview of social theory applied to physical activity. Interactions between males and females, cultural awareness, and diversity issues presented.

PED 643 Movement Science in Elementary School 3 credits
A comprehensive study of movement in relation to motor and perceptual motor development in children. Includes movement activities for the elementary school child, curricula, and program development.

PED 650 Research and Design of Elementary 3 credits
Survey and critical analysis of different types of research in physical education; analysis of techniques and designs; statistics.

PED 651 Seminar in Current Issues in Physical Education 3 credits
Critical issues at the local and national levels. Survey of literature and analysis of current practices.

PED 652 Curriculum Analysis 3 credits
Major issues in curriculum planning, the present status of physical education programs, and experimental development in curriculum. Overview of New York State Standards presented.

PED 653 Motor Learning 3 credits
Psychological and physiological factors affecting the acquisition of motor skills. Emphasis on the role of teachers in facilitating learning.

PED 654 Biomechanics 3 credits
Prerequisite: PED 461.
Body framework and architecture and neuromuscular considerations as applied to human movement. Analysis of movement and its applications to teaching coaching of motor skills.

PED 656 Teaching Analysis 3 credits
Analysis of effective instructional techniques and aids. An examination of models and tools for the behavioral analysis of teaching and their application to physical education. Includes experiences in observing, recording, describing, and analyzing the teaching act.

PED 658 Neuromuscular Assessment of Human Performance 3 credits
A study of the neuromuscular system, its structure, nervous control function, and its role in establishing adaptations to exercise, training, and other stresses.

PED 664 Clinical Training 3–6 credits
Fieldwork at Veterans Administration Hospital. Experiences include: work with the physically disabled; the developmentally disabled; geriatric health care; and general rehabilitation. 1,000 hours required for certification.

PED 670 Physical Education for the Developmental and Learning Disabled 3 credits
Characteristics and needs of the developmental and learning disabled; programs of physical education and recreational activities; methods of teaching basic motor skills and movement perception.

PED 671 Physical Education for the Exceptional Child 3 credits
The need and physical capacities of the special child for physical, emotional, and social adjustment. Overview of state and national standards and regulations.

PED 673 Evaluation of Special Physical Goals 3 credits
Techniques and methods of assessment and appraisal of disabled students in physical education. Techniques of assessment in fitness, body mechanics, and motor patterns.

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PED 676 Physical Education Recreational Activities for the Physically Disabled *3 credits*
The organization and administration of recreational activities

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SPH 640 Differential Diagnosis of Auditory

Disorders I

4 credits

Co/Prerequisite: SPH 606.

This course will provide an in-depth discussion of the rationale, procedure, and interpretation of two electrophysiologic measures used in the differential diagnosis of the peripheral and central portions of the auditory system: auditory evoked potentials (concentration on ABR) and otoacoustic emissions (OAEs). Laboratory demonstrations will be provided. Case examples will be studied. Students will be required to perform laboratory exercises and demonstrate proficiency in the conduct of each test.

SPH 641 Differential Diagnosis of Auditory

Disorders II

3 credits

This course will provide an in-depth discussion of the rationale and interpretation of two electrophysiologic measures used in the differential diagnosis of the peripheral and central portions of the auditory system: auditory evoked potentials (concentration on ABR) and otoacoustic emissions (OAEs). Laboratory demonstrations will be provided. Case examples will be studied. Students will be required to perform laboratory exercises and demonstrate proficiency in the conduct of each test.

SPH 661, 662 Practicum in Speech-Language Pathology
Prerequisite: Speech Majors 2 credits
(Required)
Prerequisite: SPH 660.

Supervised clinical practice in speech-language pathology in the Hy Weinberg Center for Communication Disorders of

SCHOOL OF
NURSING

School of Nursing

Alumnae Hall 220

Patrick Coonan, *Dean*

Email: coonan@adelphi.edu

Marilyn Klainberg, *Associate Dean*

Directors

Judith Ackerhalt, *Director of Nursing*

Administration Programs

Stefni Bogard, *Clinical Administrator of Nurse*

Practitioner (NP) Programs

Professors

Patrick Coonan

Elaine Pasquali

Caryle G. Wolahan

Assistant Professors

Bonnie M. Ewing

Sue Greenfield

Kristine Lott Qureshi

Margaret Silver

Jean Winter

Associate Professors

Judith Ackerhalt

Erica Kathryn

Marilyn Klainberg

Clinical Assistant

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.

Advanced Health Nursing Practice Program

(36–48 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 theoretical assumptions underlying nursing practice.

Program Plan*

Credit Courses (9 credits)

NUR 602	Frameworks for Advanced Nursing Practice
NUR 603	Psychoeducational Interventions
NUR 702	Health Issues, Policy, and Politics in Health Care, ajecia e t@ses

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

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NUR 640	Summer Clinical Practicum
NUR 653	Adult Health Nursing III: Theory and Clinical
NUR 742	Adult Health IV:

- Submit one application and one set of transcripts, references and other supporting documents to the Office of University Graduate Admissions.

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 standardized test scores for international students in 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 and \$300 per semester for the purchase of textbooks and School of Nursing Study Guides. Textbooks are

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- Hepatitis B Declination Statement
- Varicella Titer (this is now required by some of the hospitals)
- CPR certification

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

Insurance

All students are required to have accident and health insurance in order to participate in a clinical practicum. All students must carry professional malpractice insurance.

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

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Employer Tuition Reimbursement

Employer Billing

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

Employer Deferral

Students who will be reimbursed by their employer only after a grade is received must present an official letter of intent from their employer, specifying the tuition and fees covered. The student will be required to pay all remaining tuition and fees and the \$75 reimbursement deferment at the time of registration.

Students should ask their employer or union about participation in either of these programs.

Waiver of Academic Regulations

Students may petition the dean of the School of Nursing for a waiver of an academic regulation covered by

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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 I and is the second of four comprehensive courses that focus on the primary care management of adults through the life span. The course provides the student with increasingly complex problems meant to test the student's ability to distinguish subtle from obvious alterations in the health status of the adult. Theory and clinical practice related to selected women's health issues, gastrointestinal disorders, endocrine disorders and genitourinary problems are stressed. Attention is given to critical thinking essential to health care maintenance and disease prevention. The teaching and counseling roles of the nurse practitioner, and leadership strategies applied to population-based care are continued. Legal, ethical, and cultural aspects of advanced nursing care are considered and pertinent research is included. This course consists of three hours of lecture 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 adviser towards completion of the master's project. Students are expected to register for advisement for each semester in which they seek guidance. Students cannot register for one semester and use that time in a subsequent semester.

NUR 761 Advanced Practice Roles and Functions 2 credits
Prerequisites: None.

This two-credit course examines role development of the professional nurse and emphasizes leadership in advanced nursing practice. Analysis of the social, cultural, economic, and political contexts in which nurse practitioners provide holistic care are studied. The course draws on both historical development and current changes in nurse practitioner education and practice. Discussion related to relevant research, and the legal and ethical implications of nurse practitioner practice is included.

NUR 762 Pathophysiology for Nurse Practitioners 3 credits
Prerequisites: None.

This three-credit course uses a systems approach to examine concepts in pathophysiology as a basis for advanced nursing practice. Building on knowledge of normal anatomy and physiology, the student will demonstrate an understanding of pathophysiological principles such as clinical manifestations and alterations in physiological function in organs and systems. Utilizing concepts of pathophysiology and the foundation of nursing management of primary health care patients during acute phases of illness, as well as during recovery and rehabilitation, underlying principles will be explored. Analysis and interpretation of laboratory data will be undertaken relative to pathophysiological principles and concepts. This course consists of three hours of lecture.

NUR 763 Advanced Pharmacology 3 credits
Prerequisites: NUR 602, 762.

This three-credit theory course in clinical pharmacotherapeutics focuses on the pharmacotherapeutic use of medications for primary health care management by advanced nurse practitioners. Emphasis is placed on the clinical critical thinking process used to prescribe drugs in the management of specific illnesses. The New York State laws for advanced practice nurse prescriptive authority will be addressed. This course builds on prior knowledge of drug classification, actions, interaction, and adverse drug reactions. Core concepts include pharmacodynamics, pharmacokinetics, pharmacotherapeutics, health related information, medication compliance, and issues that pertain to the prescribing of medication in advanced nursing practice.

NUR 764 Advanced Health Assessment 4 credits
Prerequisites: NUR 762, 763, and an undergraduate human assessment course within five years or the equivalent course in CEU credits.

This four-credit course will critically review and analyze health assessment as a model for the development of diagnostic reasoning skills. A regional approach to physical examination will be introduced and practiced and used to develop critical thinking and clinical decision making skills. The course builds on basic health assessment skills and emphasizes advanced assessment skills, lab work, interpretation, validation, documentation and analysis of assessment findings. A synthesis of the physical, psychosocial, cultural, developmental, occupational, and spiritual assessments will lead to a statement of the wellness/illness status and risk appraisal of the individual. Legal and ethical components of client interaction are included, as well as communication and leadership skills. This course provides 2 credit hours of theory and 2 credit hours of practice.

NUR 768 Health Promotion and Illness Prevention Program Development for Nurse Administrators 3 credits

This course will focus on the leadership role of the nurse administrator in health promotion and illness prevention program development. Students will examine the social, cultural, environmental, political, and economic contexts of health promotion and illness prevention policies and programs; further, students will identify characteristics of

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learning is used to promote critical thinking and generate discussion about pertinent research findings, theories, problems, and issues.

NUR 770 Semina and Relad

VII

SCHOOL OF
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School of Social Work

Social Work Building

Andrew Safyer, *Dean*

Email: safyer@adelphi.edu

Maxine Lynn, *Assistant Dean for Academic
Affairs*

Peter Chernack, *Assistant Dean for Field
Education and Administration*

Eileen Chadwick, *Director, Hudson Valley
Program*

Mary E. Remito, *Director, Manhattan Program*

Marcia Edwards, *Coordinator of Admissions*

Professors

Roni Berger

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Assistant Professors

Julie C. Altman

Master of Social Work Program

The Master of Social Work program provides the preparation necessary for advanced professional social work practice. 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 using sophisticated clinical skills in work with individuals, small groups, families, and couples.

Organization and Sequence of the Curriculum

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

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

In the second year of their M.S.W. program, all

additional hours of field instruction if the candidate's program is determined to vary significantly from Adelphi's B.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. Tw1 Tw 1gram for stuo 0y da4w -18.60002 -1.20001 T004sow T*sta-

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
<i>OR</i>	
SWK 786	Advanced Social Work Practice with Families/Couples
SWK 7**	Elective
SWK 791	Field Instruction IV

Admission Requirements

The requirements for admission to the M.S.W. program are based on prior academic performance, values consonant with the profession, and paid and/or volunteer human service experience. The minimum requirements include the following:

1. A baccalaureate degree from an accredited college or university with a strong background in the liberal arts and sciences.
2. Personal characteristics and qualifications related to successful professional performance consonant with the National Association of Social Workers Code of Ethics.
3. A minimum undergraduate grade-point average of 3.0 on a 4-point scale.
4. Paid or volunteer experience in the human services preferred.
5. International students must have a TOEFL score of 585.

Candidates for the Advanced Standing program must have obtained an undergraduate

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 about 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 are used to 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, advanced standing applicants, accelerated applicants, 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 students with the cost of their graduate education.

Need Based Scholarships

The School awards a limited number of scholarships to full-time, incoming students based on financial need. Application for aid is made at the point of application to the program.

Elizabeth A. Doherty Memorial Scholarship

Kathleen J. Esposito, the sister of the late alumna and adjunct instructor, Elizabeth A. Doherty, established a memorial scholarship in 2001, its mission consistent with Elizabeth's lifetime commitment to social work, counseling, and assistance to those in need. Students who demonstrate a commitment to women's issues and a talent for overcoming adversity are eligible. To qualify, applicants must be studying for a graduate degree in the School of Social Work and be in financial need.

degree to which the course corresponds to the Adelphi course. If the graduate credit is approved for transfer, the student does not have to take another course in its place. A placing-out exam may be required at the discretion of the assistant dean.

Students who completed a graduate course that counted toward a baccalaureate degree cannot receive transfer credit for that course. Only courses completed for graduate credit can be transferred.

No social work course credit is granted for previous work or life experience.

Course Waivers

Course waivers are granted selectively on an individual basis. Students who have taken an under

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.

Hudson Valley Center M.S.W. Program

The School of Social Work offers the M.S.W. degree at the Hudson Valley Center, which is located in Poughkeepsie, New York. Students have the opportunity to pursue the master's degree program by taking evening and Saturday courses on a full time or part time basis. Students are required to attend one course, SWK 758 Social Work Research II, on the Garden City campus. Field placements for 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 applications to the main campus. All decisions regarding admission are made by the Coordinator of Admissions in Garden City in concert with the School of Social Work Admissions Committee chaired and composed of full-time faculty.

For further information contact:

Eileen Chadwick
Hudson Valley Center Program
457 Maple Street
Poughkeepsie, NY 12601

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Hauppauge Center M.S.W. Program

The School of Social Work offers M.S.W. courses at the Adelphi Hauppauge Center on evenings during the week. All the foundation first-year courses and four advanced-year courses are given on-site. Field placements are arranged at agencies convenient to the student's homes. Students are required to complete the four remaining advanced-year courses on the Garden City campus.

Doctor of Social Welfare

The Doctor of Social Welfare program prepares students for leadership positions in social work practice, in university-based teaching and research positions, and in human service administration. Students learn to be scholar-practitioners and are equipped to further individual and social development for significant change. The curriculum is integrated to provide a balanced array of courses that prepares students to meet the challenges of an increasingly complex world. Course work encompasses clinical practice, social policy, administration and research. Students are taught to think critically, to evaluate a broad spectrum of clinical, administrative and policy interventions, and to create new knowledge as well as to use existing knowledge creatively.

Organization and Schedule of the D.S.W. Candidate

The D.S.W. program is designed to meet the needs of students who continue to work during their course of study. Classes are offered one afternoon and evening a week. Students take two courses (6 credits) per semester for eight semesters to complete the 48 credits in the degree. Students who have completed the first two years of study with a minimum grade point average of 3.3 are eligible to sit for the candidacy examination. Those who pass the examination may proceed with the remaining two years

of course work and are required to complete a dissertation for the degree. Dissertation advisement may begin while students are enrolled in courses. For advisement after completion of their course work students enroll in SWK 895 Continuing Matriculation with Dissertation Supervision for a maximum of six semesters. For each of the additional semesters they remain in the program and for which they are not enrolled in advisement, students must enroll in SWK 896 Continuing Matriculation.

D.S.W. Course Schedule *

First Year

Fall

SWK 810	The Epistemological Bases of Social Work Knowledge
SWK 842	Analysis of Social Work Practice Models and Theories of Personal Development

Spring

SWK 844	Program Development: Theory and Practice
SWK 860	Social Work and Social Science

Second Year

Fall

SWK 850	Comparative Approaches to Social Work Research: Quantitative
SWK 882	Comparative Approaches to Social Work Research: Qualitative

Spring

SWK 843	Social Work Practice with Individuals: A Critical, Integrative Perspective
SWK 845	Comparative Perspectives on Social Provision

*Please see course descriptions at the end of this section.

Candidate Exam
Third Year

5. Mail their completed application form, applicant's essay, and non-refundable application fee (\$50) in the enclosed return envelope. The application fee, in

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

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Field Instruction Sequence

SWK 690 Field Ins @c i n I 4 credits
Corequisite: SWK 520.

SWK 691 Field Ins @c i n II 4 credits
Prerequisite: SWK 690.
Corequisite: SWK 521.

SWK 690 comprises the first half of a year-long 600 contact-hour field instruction internship completed during the first year of the M.S.W. program. The field instruction internship provides the experiential component of social work education in which students work directly with clients in a 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 Ins @c i n III 4 credits
Prerequisite: SWK 691.
Corequisite: SWK 780 or 782 or 786.

SWK 791 Field Ins @c i n 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 791** comprises the second half of a year-long field instruction internship completed during the second year of the M.S.W. program.

Field Instruction Sequence—OYR Program

Students in the One Year Residency (OYR) program complete the OYR Professional Seminar (SWK 601) during the foundation year and then move on to complete 900 hours (12 credits) of field instruction during their year of residence. Students may elect to complete the field instruction requirements in two semesters (fall and spring) by taking SWK 796 and 797; or in three semesters (fall, spring and summer) by taking SWK 790, 791, 792.

SWK 601 OYR Professional Seminar 4 credits
Corequisite: SWK 520.

The OYR Professional Seminar is required for all OYR candidates and is taken concurrently with SWK 520. The course is designed to help students integrate prior and concurrent practice experience with the foundation practice curriculum and to promote the student's capacity and engagement in developing professional practice skills. The

focus throughout the seminar is on doing, reflecting, and knowing. Students identify and apply practice principles to their work with client systems and use these principles to critically assess their practice.

SWK 790 Field Ins @c i n III OYR 4 credits
Prerequisite: SWK 601.
Corequisite: SWK 780.

SWK 791 Field Ins @c i n IV OYR 4 credits
Prerequisite: SWK 790.
Corequisite: SWK 782 or 786.

SWK 792 Field Ins @c i n V OYR 4 credits
Prerequisite: SWK 791.

Note: SWK 790, 791, and 792 comprise a three semester, 900-hour field instruction internship for students in the OYR program. Students are assigned to a field agency or complete a work/study field placement under the auspices of their human service employment during which they engage in supervised advanced direct practice with individuals, couples, families and small groups.

SWK 796 Field Ins @c i n VI OYR 6 credits
Prerequisite: SWK 601.
Corequisite: SWK 780.

SWK 797 Field Ins @c i n VII OYR 6 credits
Prerequisite: SWK 796.
Corequisite: SWK 782 or 786.

SWK 796 and 797 comprise a two-semester, 900-hour field instruction internship for students in the OYR program. Students are assigned to a field agency or complete a work/study field placement under the auspices of their human service employment during which they engage in supervised advanced direct practice with individuals, couples, families, and small groups.

Capstone Experience

SWK 736 Capstone Social Work: An Integrated Approach 3 credits
To be taken in the final semester of study.

This course is designed to integrate all aspects of the curriculum in order to prepare students to address practice concerns that are linked to social problems and policies in a knowledgeable, professional, and rational manner. Students learn to analyze and synthesize theory and research concerning a social problem experienced by their clients. They utilize both domestic and international information in order to develop relevant, informed solutions and interventions. This comprehensive process provides a template for students to address any social concern in the same manner, moving from "Case to Cause," reflecting social work's most salient mission.

Elective Courses

SWK 706 Social Work in the Health Care Setting 3 credits
Prerequisite: SWK 521.

This course examines critical issues in social work practice in health care. Building on core knowledge common to all fields of practice, the course explores advanced practice skills and strategies for work with individuals, families, groups, interdisciplinary teams, and service providers in a variety of health care settings. Social work practice is examined in the context of psychosocial consequences of illness, current health care delivery systems, technological advances, and changing regulatory approaches and organizational structures.

**SWK 717 Evidence-Based Practice with
 Serious Mental Illness: Pathways to Recovery** 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 Dependence** 3 credits
Prerequisites: SWK 521.

This course focuses on social work treatment of alcoholism, other substance abuse, and poly-drug use. Alcoholism is conceptualized as both an addiction and a disease. Biological, sociocultural, behavioral, analytical, and transactional approaches to treating addiction are studied. Advanced 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.

SWK 848 Social Work Practice in Groups:

Theory and Research 3 credits
This course focuses on the ability to conceptualize, analyze and synthesize the application of a range of theories, models and research to social group work. To that end, selected readings, interviews with group practitioners, class discussions and video and oral presentations are utilized as pedagogical methods. Informed by domestic and international knowledge, students develop for their final assignment a written proposal for a community prevention or intervention group concerning an at-risk population of their choice.

SWK 849 Mental Health and Women:

International Policy and Practice Issues 3 credits
This seminar focuses on the psychological, social and economic conditions of women throughout the world that are associated with their disproportionate risk of mental illness. Although the nuances of their experience vary, women are at higher risk regardless of country, region, culture, ethnicity, or class. Students will acquire comprehensive policy and practice analysis capabilities for the domestic prevention of mental illness and promotion of mental health, utilizing global knowledge transfer when applicable. All work will be founded on human rights principles applied to women across diverse cultures.

SWK 850 Crime and Antisocial Behaviors:

Social Work Research: Quantitative 3 credits
Prerequisite: successful passing of prerequisite Research and Statistics Exam.

This course focuses upon quantitative methods of social work research. Emphasis is on problem formulation, hypothesis formation, sampling, instrumentation, and data collection. Various approaches and methodologies are discussed.

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 include levels of measurement, sampling distributions, research design, analysis of variance, multiple and partial correlation, and computer analysis of data. Students use an existing data base to carry out computer analysis of data.

SWK 853 Research Seminar in Social Work 3 credits

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. The instructor discusses general issues of proposal implementation and will provide feedback to students regarding their individual implementation efforts.

SWK 854 Seminar in Professional Development (Final 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 Science 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 are examined. The course is performance 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 are the uses and abuses of ideas in the context of professional writing.

SWK 882 Crime and Antisocial Behaviors:

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.

SWK 898 Social Trends Course

3 credits

VIII

ADMISSIONS

Admissions

Admission to Graduate School

General Requirements for Admission

Applicants must hold a baccalaureate degree from a regionally accredited college or university. The following supporting documents should be submitted to the Office of University Graduate

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 limitation requires the appropriate dean's approval.

Visiting Students

A student who is a degree candidate at a university other than Adelphi and who wishes to take courses at Adelphi for transfer to the university in which he or she is a degree candidate may do so by making regular application as a nondegree special student to the Office of Graduate Admissions. At the end of the semester in which he or she is enrolled, the student must file with the Registrar of Adelphi University a formal request that a record of grades be sent to the home university.

International Students

The following documents should be submitted by all international applicants:

1. International application for admission;
2. Certified English translations of all prior academic scores;
3. Transcripts from all institutions previously attended;
4. Total of 550/213 or better (587/240 for Master's in Social Work) on the Test of English as a Foreign Language (TOEFL), or the completion of ELS Language Center's Level 213;
5. Translated descriptions or syllabi of courses taken;
6. Completed notarized affidavit of support and bank statement. (The I-20 form, which enables the student to apply for a student visa, will not be issued without these documents.)

EXPENSES AND
FINANCIAL AID

Refund Schedules

Title IV Receptions

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 regarding the possible return of Title IV funds awarded and Adelphi University's policy regarding the possible return of institutional aid awarded. Furthermore, the amount of refundable institutional charges (and/or possible reduction of outstanding balance) will be set by school policy.

The federal government and the School policy will be similar regarding the amount of Student Aid that may be retained (for related school

Financial Assistance

Adelphi University offers a wide variety of federal aid programs, state grants, and scholarship and fellowship programs.

Financial assistance is any grant, scholarship, loan, or employment opportunity that is offered to an enrolled or prospective student with the express purpose of helping the student meet educational expenses.

The amounts and types of financial assistance that a student receives are determined by the eligibility of the applicant for each program. The combination of these various awards is commonly referred to as the "financial aid package."

The University expects each student to have knowledge of the information presented in the Undergraduate Bulletin and appropriate Directory of Classes.

Students are encouraged to file the appropriate application forms and to contact their graduate school/department for a listing of additional sources and assistantship information.

Responsibilities of Financial Assistance Recipients

Students receiving financial assistance have the following responsibilities:

1. To complete the Free Application for Federal Student Aid (FAFSA) each academic year by the deadline prescribed by the University.
2. To meet the requirements of good academic standing and maintain satisfactory academic progress toward their degree.
3. If a student transfers from another institution to Adelphi University during the **same academic year**, federal regulations require that we request through the National Student Loan Data System (NSLDS) updated information about any fall disbursements so that your spring disbursements are accurate and do not exceed any federal guidelines. Your assistance package may change after review of your record on the NSLDS system.

4. To report to the Office of Student Financial Services any changes in enrollment status, changes of name or address, receipt of any additional internal or external financial assistance.

The University reserves the right to make adjustments in financial assistance packages because of changes in the recipient's enrollment, or residency, income discrepancies, or financial circumstances.

The University further reserves the right to make proportionate adjustments in campus-administered financial assistance if federal or state funding to the University changes.

Students who withdraw from the University before the end of an academic term may be required to repay a portion of their financial assistance.

Application Procedure

The completed FAFSA must be filed with the federal government as soon as possible after January 1 of each academic year.

Students currently enrolled are required to reapply for financial assistance each academic year.

Financial Assistance Programs

Assistantships

A limited number of graduate assistantships are available to qualified graduate students. Assistantships are awarded on the basis of academic merit and some may take financial need into consideration.

Students receiving such appointments are required to devote a specified number of hours each week during the academic year to assist in teaching, research, or other technical services, as assigned by their department.

In return for such services, the student is granted a remission of tuition. In addition, some assistantships offer stipends.

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.

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, 2004) is 3.51%. 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.

Pathways to Teaching Scholarship

Pathways to Teaching is an Adelphi University scholarship program funded by a Federal Teacher Quality Enhancement grant through the U.S. Department of Education. This scholarship is offered to qualified and motivated undergraduate and graduate students who are seeking teaching certification in secondary mathematics and science. Interested applicants must complete a Pathways to Teaching application and submit it along with all required documentation. Contact Rafael A. Negron at (516) 877-4063 or email negron@adelphi.edu for an application or for more information. The scholarship covers up to 15 credits of tuition.

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 eligibility can be determined. For further information please contact: TAP Unit 888-697-4372. Adelphi University's School Code is 5000.

New York State Scholarship Programs

A detailed listing of state-sponsored scholarships is available at the New York State Higher Education Services Corporation (HESC) Web site: www.hesc.com.

Vietnam Veterans Tuition Awards

Vietnam Veterans Tuition Awards (VVTA) provide up to \$1,000 per semester for full-time study or \$500 per semester for part-time study to Vietnam veterans matriculated in a graduate degree-granting program.

Persian Gulf Veterans Tuition Awards

Persian Gulf Veterans Tuition Awards (PGVTA) provide up to \$1000 per semester for full-time study or \$500 per semester for part-time study to Persian Gulf veterans matriculated in a graduate degree-granting program.

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

(2) Those who are members of a minority group that has been historically underrepresented in higher education following opportunity programs: SEEK, College Discovery, EOP, or HEOP. Awards range from \$1,000–\$5,000 per year. Award recipients must be new

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. Beyond these fundamental regulations, protocols, and procedures, the University's six graduate schools abide by additional specific regulations, protocols, and procedures consonant with their missions, and curricula.

The *Graduate Bulletin* is the chief source of information on the academic regulations, protocols, and procedures of both the University and its graduate schools. University academic regulations, protocols, and procedures pertaining to graduate study are set forth below. The specific regulations of the six individual graduate schools appear in the sections of this *Bulletin* devoted to the programs of the individual schools. Students wishing to seek clarification of such information, or exceptions from academic regulations, are invited to consult their department chairs, then the dean of their schools, and finally the Office of the Provost, the University agency charged with oversight of the entire academy.

Federal and state regulations are not subject to petition.

Student Code of Conduct

As members of an educational community, students are expected to behave responsibly, appropriately, and civilly toward all persons with whom they interact. In addition, students are expected to abide by all University rules, regulations, and policies. The Code of Conduct describes the University's standards and expectations for the behavior of its students. The Code requires that students comply promptly with the directives of Adelphi employees who are acting in accordance with their authority as officials of

the University. Failure to comply could result in suspension from the University. All students are expected to read and adhere to the letter and spirit of the Code of Conduct.

Violations of the Code of Conduct are handled by the Student Judicial Officer. According to the Adelphi Honor Code, all matters of academic misconduct are adjudicated under the policies that govern the University Honor Code. Inquiries may be made to the Committee for Academic Honesty through the Office of the Provost (516) 877-3160. The Code of Conduct is published by the Dean of Student Affairs. For questions or more information, contact the Office of the Dean for Student Affairs, University Center, room 106, (516) 877-3660, students.adelphi.edu/sa/dean.

Academic Integrity

Adelphi University demands the highest standards of academic integrity. Proper conduct during examinations, the proper attribution of sources in preparation of written work, and com-

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.

Continuation of 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 students to all the privileges of registered students. This fee need not be paid by a student whose only contact with the University during an academic semester is to take a comprehensive or similar examination for a graduate degree.

Certified candidates for a doctoral degree, if not registered for courses or thesis or dissertation research carrying academic credit, may register by mail for continuous matriculation during each semester of the academic year until they have completed degree requirements.

Changes in the Registration Program

After the registration periods end, students may make four kinds of changes to their registration: adding courses, dropping courses, changing the grading option, withdrawing from courses. Forms to initiate these changes (Action Request) are obtained from, and returned to, the Office of the Registrar. These options are described elsewhere in this *Bulletin*. Deadlines to effect these changes are clearly set forth in this *Bulletin*, in the *Directory of Classes*, and elsewhere.

Changes of program must meet with the approval of the adviser, chair, and dean of the pertinent degree program.

Records

Adelphi recognizes two kinds of student records. *Directory information* includes student's name, school, class, major, participation in officially recognized sports, height and weight of athletes, dates of attendance, degrees, honors, and awards received. Educational records are governed by the Family Rights and Privacy Act (FERPA) and are maintained by several offices within the University. To review this specific "date-sensitive" information, please refer to the current *Directory of Classes* or to <http://ecampus.adelphi.edu/registrar/ferpa.php>.

Access to Records

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

Students must initiate requests for such transfer credit when they matriculate for a graduate degree. Requests should be filed with the offices of the deans. Evaluation of advanced standing is recommended to the deans by the department in which a student wishes to study.

Information About Courses

Courses are listed by prefix, number, and title in the sections of the *Bulletin* entitled "Courses of Instruction." For a list of current course offerings, students should consult the *Directory of Classes*, or on-line *Course Search* published by the Office of the Registrar each semester and for the summer terms.

Cancellation of Courses

The University reserves the right to cancel any course.

Course Policies and Practices

Course policies and practices are made explicit each term in the course syllabus. These are established by the course instructor and are never at variance with University policies and practices. The course syllabus describes attendance policy, course requirements, and grading criteria. The instructors are required to distribute course syllabi during the first week of classes. Course syllabi are also on file with the dean. Students planning to take advantage of advanced technology (e.g., recorders, lap tops) in the classroom must seek the consent of the instructor. At Adelphi, time spent in the classroom is only a part of the student's course work. Courses require reading, research, and study to complete the classroom work assignments and may also require laboratory, tutorial, or fieldwork.

Note: *The School of Education expects all students*

Adding Courses

Students who wish to add a course to their program after the initial registration, must complete an Action Request form, including appropriate approval. Students are advised that there is a fee for courses added and that there may be additional tuition charges.

have the right to appeal such withdrawals with

Dropping Courses

Students may drop a class within the first four weeks of the semester. Students who wish to drop a course from their program after the registration periods must complete an Action/Request. Students are advised that there is a fee for each course dropped. Dropped courses will not appear on the transcript.

Repeating Courses

If a student repeats a course, both grades will appear on the transcript and will be used in computing the GPA. Credits will be counted only one time toward graduation.

Withdrawing from Courses

Withdrawals from courses are possible after the deadline to drop courses but no later than Friday of the ninth week of the semester, the third week of a summer term, or the second week of a one-month term. Students who wish to withdraw from a course must complete an Action Request including appropriate signatures of academic approval. Withdrawals from courses appear on the transcript as a W.

Nonattendance in a course does not constitute an official drop or withdrawal from a course. The student's failure to drop or withdraw properly from a course does not preclude the instructor from submitting a grade for the student on the basis of the work previously submitted.

An instructor may request the dean of the appropriate academic unit to withdraw a student from a course because the student's behavior disrupts the conduct of the course. Students

Final Examinations

Final examinations are an important part of the institutional program and a gauge of course achievement. Finals for fall and spring semesters are held at the close of the semester. Examination times are scheduled by the Registrar and announced in the *Directory of Classes*. Instructors indicate their final examination dates in the syllabi or

have no more than one calendar year after the end of the semester in which the grade was given to resolve Incompletes. Unresolved Incompletes convert to Fs after this time. This then becomes the final grade.

- IP The IP grade shall only be used for completion of continuing graduate research and theses.
- W (Withdrawal) is issued by the Office of the Registrar when the student has officially withdrawn from a course with the instructor's written consent. This procedure is accomplished only on official University Action Request forms. W is not computed in the GPA. (See the section in this *Bulletin* titled "Withdrawing from Courses.")

Leaves of Absence

Graduate degree candidates who find it necessary to interrupt their education for a period exceeding one year's time must request in writing a leave of absence from their chair and dean. Without such notice, students will be dropped from the official roster of degree candidates. Reinstatement to active degree candidacy after a year's absence requires the payment of a special fee. The Derner Institute of Advanced Psychological Studies rarely grants a second year.

Withdrawal from the University

In cases of withdrawal for other than medical reasons, students should notify the Office of Academic Services and Retention and the dean of the pertinent school in writing without delay. Medical withdrawal from the University should be sought in writing from the Office of Academic Services and Retention. The date of receipt of the written request determines the refunds or financial obligations.

The University reserves the right to request and enforce the withdrawal at any time of a

student whose quality of academic performance or conduct is unsatisfactory.

Withdrawal for Medical Reasons

Students requesting a medical withdrawal must submit the appropriate medical documentation and a letter requesting a medical withdrawal to the Office of Academic Services and Retention. This must be done during the semester for which the leave is requested. Students approved for medical withdrawal will have a credit posted to their account to be applied toward future semesters. **All expenses incurred will be refunded after the end of the semester and tuition and fee charges will not be refunded. Students wishing to re-enroll after a Medical Withdrawal must submit medical documentation clearing them for re-enrollment to the Office of Academic Services and Retention.**

Readmission

Readmission to the University is sought in writing from the dean of the appropriate school or college and is subject to the particular readmission policies of that graduate program.

Conferring of Degrees

Degrees are conferred in May, August, or January. The formal conferring of degrees takes place annually at Commencement in May. Students who are awarded degrees in August or January may attend Commencement the following May.

All students *must* apply for graduation. For January graduates, applications must be filed with the Registrar on or before the last Friday in September; for May graduates, on or before the second Friday in October; for August graduates, on or before the first Friday in June. Students who have completed degree requirements but who have not applied for graduation will not receive a diploma nor will the degree be conferred.

Students whose courses do not end by the date of graduation, will need to apply for the

next applicable graduation date. Students who have applied for graduation but who have been assigned Incomplete grades for course work taken in the final semester may attend the commencement exercises but will not be awarded degrees nor receive diplomas at the commencement ceremonies. Students in this category may be awarded their degrees and receive their diplomas if the Registrar's Office receives written notification of the removal of the Incomplete grade or grades prior to:

- for May graduates, June 30 of the year of graduation;
- for August graduates, September 30 of the year of graduation;
- for January graduation (February 28/29) of the year of graduation.

Changes in grade, other than Incompletes, received after the official date for the awarding of degrees will be entered on the student's record with the date of receipt and will be computed in the student's grade-point average. A student is considered "graduated" when the graduation application has been filed and all academic requirements have been met. Notation of graduation will appear on the student's transcript as of that date.

Diplomas

Students who graduate are mailed diplomas certifying that all degree requirements have been met. Adelphi University will not issue diplomas to students who have outstanding financial obligations with the University.

FACULTY

EMERITI

RECENT HONORARY
DEGREE RECIPIENTS

BOARD OF TRUSTEES

OFFICERS OF
ADMINISTRATION

Fac@
**DISTINGUISHED
VISITING PROFESSORS**

SEYMOUR LACHMAN, *New York State Senator, 23rd District; Distinguished Visiting Professor in the School of Education and in the College of Arts and Sciences*, B.A. Brooklyn College; M.A. Brooklyn College; Ph.D. (1963), New York University

PIERRE SCHORI, *Distinguished Visiting Professor of Political Science and International Relations; Ambassador, Permanent Representative of Sweden to the United Nations*, M.A. (1962), University of Lund

VISITING FACULTY

MARTHA MORRISON DORE, *Visiting Professor of Social Work*, B.A., DePauw University; M.S.W., Atlanta University; Ph.D. (1986), University of Chicago

YVONNE GRAY, *Visiting Assistant Professor of Nursing*, B.S.N., Long Island University; M.S.N. (1993), SUNY Brooklyn

DAVID KINNUNEN, *Visiting Assistant Professor of Health Studies, Physical Education and Human Performance Science*, B.A., M.P.Ed., Idaho State University; Ph.D. (2003), Michigan State University

ALISSA MALLOW, *Visiting Assistant Professor of Social Work*, B.A., SUNY Stony Brook; M.S.W., D.S.W. (2000), Adelphi University

CURRENT FACULTY

JUDITH ACKERHALT, *Associate Professor of Nursing*, B.S.N., Rutgers University; M.S., Adelphi University; Ed.D. (1986), Columbia University

ANAGNOSTIS AGELARAKIS, *Professor of Anthropology*, B.A., M.S., Lund's University, Sweden; M.Phil., Ph.D. (1989), Columbia University

HENRY F. AHNER, *Associate Provost, Professor of Physics*, B.S., Polytechnic Institute of Brooklyn; M.S., Ph.D. (1968), New York University

ANNA AKERMAN, *Assistant Professor of Communications*, B.A., Brown University; M.A. (2001), New York University

JULIE C. ALTMAN, *Assistant Professor of Social Work*, B.A., Muskingum College; M.S.W., University of Michigan; Ph.D. (1999), University of Chicago

RAYSA AMADOR, *Professor of Languages and International Studies*, B.A., M.A., Ph.D. (1978), New York University

DEBORAH AMBROSIO-MAHWHIRTER, *Senior Adjunct Faculty in Nursing*, B.S., M.S. (1996), Adelphi University

JACK ANGEL, *Associate Professor of Accounting and Law*, B.B.A., Baruch College, City University of New York; M.S. (1978), Long Island University, C.W. Post College

H. SHESHADRI ARATHI, *Assistant Professor of Biology*, B.Sc., M.Sc., University of Agricultural Sciences, India; Ph.D. (1997), Indian Institute of Science

ALLAN ASHLEY, *Professor of Management, Marketing and Decision Science*, B.S.E.E., Rensselaer Polytechnic Institute; M.S., Ph.D. (1971), Polytechnic Institute of Brooklyn

222 FACULTY

PETER BORCHETTA, *Senior Adjunct Faculty in Performing Arts*, B.A., Providence College; M.A. (1995), Adelphi University

ROBERT EMMETT BRADLEY, *Professor of Mathematics and Computer Science*, B.Sc., Concordia University; B.A., Oxford University; M.Sc., Ph.D. (1989), University of Toronto

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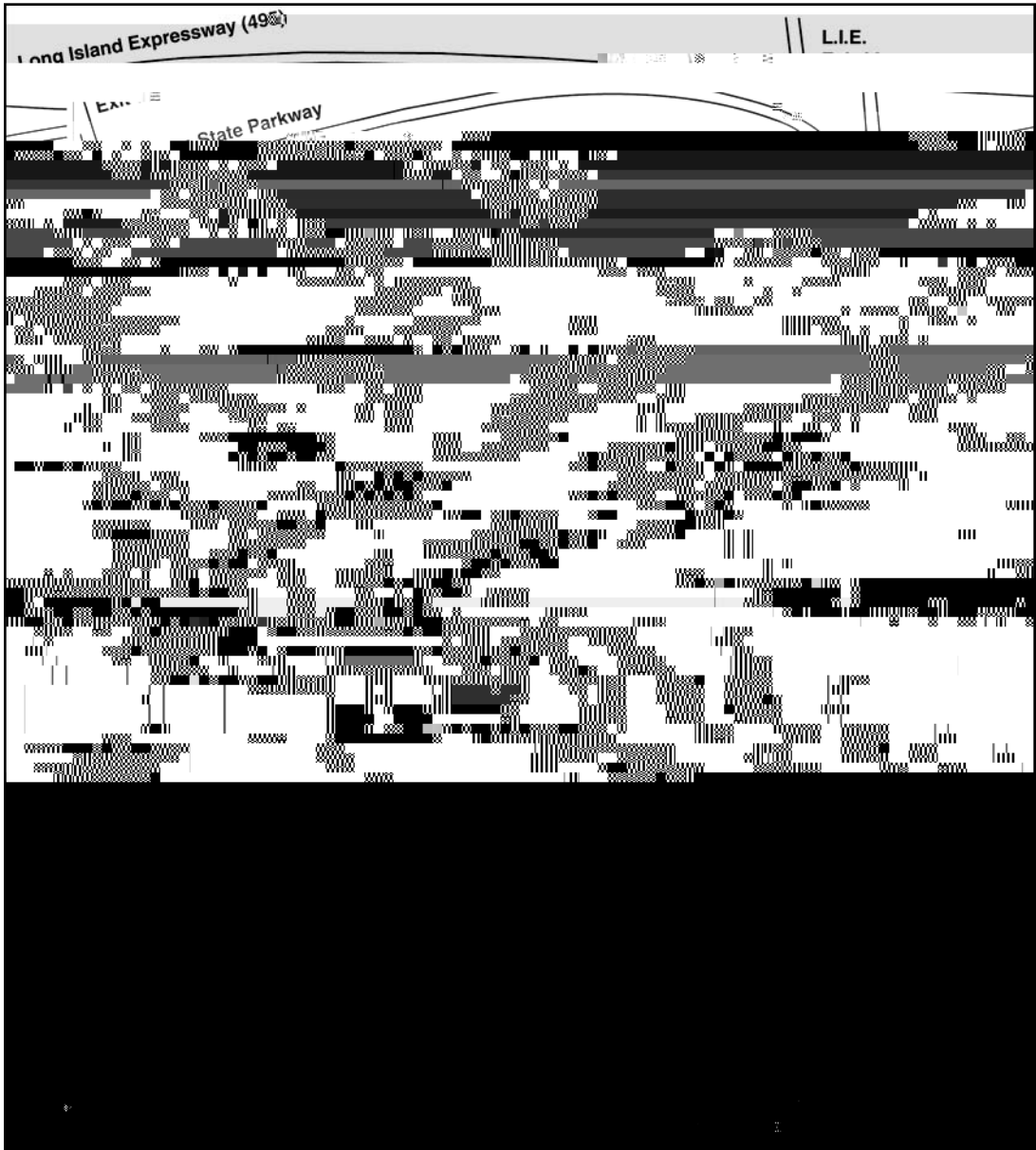
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From J.F.K Airport:



This map is simplified to show Adelphi University's location relative to major highways and selected streets.

DIRECTIONS TO OFF-CAMPUS CENTERS

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.

Directions to Adelphi University's Hudson Valley Center

Adelphi's Hudson Valley Center is located at 457 Maple Street in Poughkeepsie, New York.

From Westchester and Putnam Counties:

Take the Taconic Parkway north to the Route 55 West exit (Poughkeepsie). Continue on Route 55 West for approximately 10 miles. After Route 55 merges with Route 44 West, take the 44/55 arterial to 457 Maple Street. (44/55 westbound arterial is called Maple Street at this point). 457