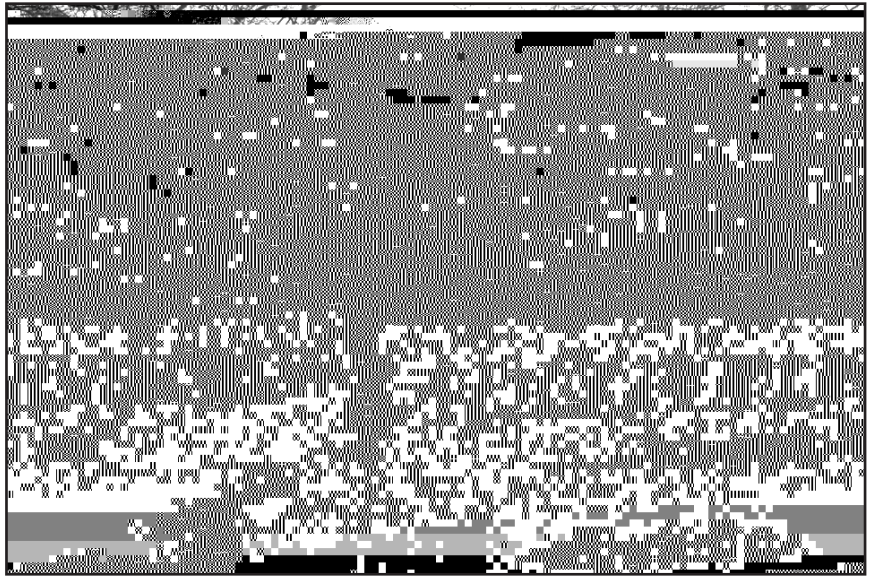
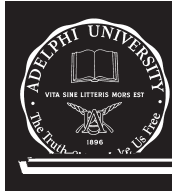


2006–2008



**GRADUATE  
BULLETIN  
2006-2008**

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# Academic Calendar 2006–2007\*

## Fall 2006

Tuesday, August 22  
Fall 2006 General Registration

Saturday, August 26  
Classes Begin

Sunday, August 27  
Sunday classes add an additional 15 minutes to each session to meet state regulations

Saturday, September 2 – Sunday, September 3  
Labor Day Weekend – No Classes

Monday, September 4  
Labor Day – No Classes

Friday, September 8  
Late Registration Ends  
Last Day to Add a Course

Friday, September 22 – Sunday, September 24  
No Classes

Monday, September 25  
Last Day to Drop a Course  
Last Day to Change Grading Option  
Final date for submission of graduation application for January 2007

Sunday, October 1  
No classes to begin after 3:40 p.m.

Monday, October 2  
No Classes

Monday, October 9  
Open Planning for Spring 2007 Registration

Friday, October 13  
Final date for submission of graduation application for May 2007 (to have name appear in book)

Monday, October 16 – Friday, October 20  
Mid-point of Semester

Friday, October 27  
Last Day to Withdraw from a Course

Monday, October 30 – Friday, November 3  
Spring 2007 Registration Begins (Graduate and Undergraduate)

Tuesday, November 7  
No Classes

Wednesday, November 22  
No Classes

Thursday, November 23 – Sunday, November 26  
Thanksgiving Break – No Classes

Tuesday, December 12 – Thursday, December 14  
Emergency/Study Days

Sunday, December 17  
Finals Week Begins

Saturday, December 23  
Finals End/Last Day of Classes

## Spring 2007

Wednesday, January 24  
Classes Begin

Tuesday, February 6  
Late Registration Ends  
Last Day to Add a Course  
Final date for submission of graduation application for May 2007

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

Monday, March 12  
Open Planning for Summer/Fall 2007 Registration

Tuesday, March 27  
Last Day to Withdraw from a Course

\* . . . . .

Monday, April 2 – Sunday, April 8  
Spring Break – No Classes

Monday, April 9 – Friday, April 13  
Summer/Fall 2007 Registration Begins  
(Graduate and Undergraduate)

Wednesday, May 9 – Thursday, May 10  
Emergency/Study Days

Friday, May 11  
Finals Week Begins

Thursday, May 17  
Finals End/Last Day of Classes

Sunday, May 20  
Doctoral Hooding Ceremony

Monday, May 21  
Commencement

## **Summer 2007**

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Monday, May 28  
Memorial Day – No Classes

Tuesday, May 29  
Summer I Classes Begin

Friday, June 1



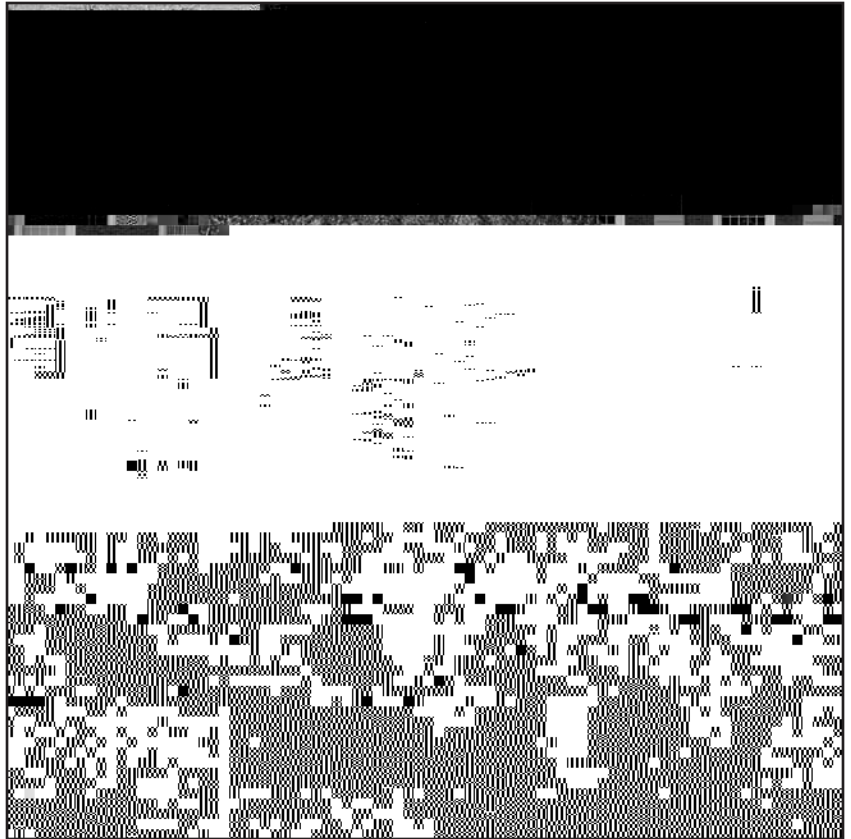
**Fall 2007**

Friday, August 24  
Classes Begin

Saturday, September 1 – Monday, September 3  
Labor Day Weekend – No Classes

WednTm[





AN ADELPHI  
EDUCATION



as a vital resource to our local communities. As we turn our strategic plan into a vision for our future, the campus community has come together to accomplish mutual goals centered on scholarship and student achievement.

While universities around the country have been eliminating faculty, Adelphi has hired more than 190 new professors since 2001. Current full-time and part-time faculty total 868, with a student/faculty ratio of 12:1. 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 facilities; upgraded our technology and created smart classrooms; dramatically improved our libraries—both facilities and collections; and invested in new equipment, including state-of-the-art lasers for two new physics laboratories, new pianos from Steinway & Sons, enhanced digital music facilities to support our music and performing arts programs, and built and opened in spring 2006, a new 18,000 square foot fine arts facility.

Scholars throughout the University are making significant contributions to their disciplines. In recent years, Adelphi faculty members have been recognized as Fulbright Scholars and Hartford Scholars, and have received funding

from the National Endowment for the Humanities and the National Science Foundation. The Derner Institute (Derner IAPS) as well as our Schools of Social Work and Nursing are accredited for the maximum allowable time. In fact, our School of Social Work was reaccredited with no recommendations for improvement by the Council on Social Work Education's site evaluation committee, and the School's self-study document so impressed the council that it is now used as a model in re-accreditation training sessions for other programs.

Currently, 8,100 students are thriving in

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## Graduate Colleges and Schools of the University

### College of Arts and Sciences

The College of Arts and Sciences is proud of its distinguished tradition of commitment to liberal learning. The renewed emphasis of present-day educators on the liberal arts reflects the long-held belief that a liberal education best promotes intellectual development and ethical purpose while offering students the greatest number of opportunities, both in work and in life. It is the College's aim to cultivate insight, effective expression, and the ability to discriminate by means of critical thinking and sound judgment. Instruction in the College proposes to foster a critical and seriously curious cast of mind, and the resourcefulness indispensable to self-realization and leadership. Study of the liberal arts and sciences at the graduate level at Adelphi is guided by more specialized education through major programs in the College's various departments.

### Gordon F. Derner Institute of Advanced Psychological Studies

The Gordon F. Derner Institute of Advanced Psychological Studies is the first university-based professional school in psychology. The Institute offers a B.A. in psychology; master's programs in general psychology, school psychology, and mental health counseling; a Ph.D. degree in clinical psychology, as well as a respecialization program for those psychologists who wish to retrain in clinical psychology. The Institute also offers postdoctoral programs in psychotherapy and psychoanalysis; child and adolescent psychotherapy; group psychotherapy; marriage and couple therapy; and psychodynamic school psychology.

The Institute operates the Psychological Services Center, which offers psychological

assessment, counseling, and psychotherapy to all members of the University community.

### School of Business

The School of Business combines a cutting-edge curriculum with personal attention from expert faculty to create leaders who have the knowledge, integrity, and originality to drive enterprise in the 21st century. Small classes, state-of-the-art instruction, a richly diverse student body, and hands-on experience enable students to excel in all aspects of management.

Adelphi offers an array of undergraduate programs in accounting, economics, finance, and management, as well as full-time, part-time, and an accelerated M.B.A. graduate program.

### Ruth S. Ammon School of Education

The Ruth S. Ammon School of Education is one of the largest private centers for the preparation of educational professionals in New York State with a proud history of graduating well-respected, sought-after teachers, clinicians, and school administrators. The School is composed of three departments: Communication Sciences and Disorders; Curriculum and Instruction; and Health Studies, Physical Education and Human Performance Science. Within each department there are specific programs leading to undergraduate and graduate degrees. Some programs offer advanced certificates for candidates seeking to extend their education. Some programs offer community services that are also training opportunities for our candidates. For example, our Hy Weinberg Center offers an array of diagnostic and treatment options for children and adults with communication disorders and our Reading Clinic offers diagnosis and intervention for children having difficulty developing literacy skills.

All our programs are committed to insuring that our candidates have the knowledge, skills, and dispositions required in their field of study. As a School, we believe that educational profes-







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## **Table of Graduate Degrees**



## **Off-Campus Centers Graduate Programs of Study\***

### **Hauppauge Center Programs of Study**

Master of Social Work (M.S.W.)

Master of Arts (M.A.) in general  
psychology

Master of Arts (M.A.) in mental health  
counseling

**20 AN ADELPHI EDUCATION**

BHR HUMAN RESOURCE MNGMT

BIO BIOLOGY

BMG MANAGEMENT

CAP CHILD & ADOL PSYCHOTHR §

CCP RESPEC CLINICAL PSY §

CHE CHEMISTRY

CIS COMPUTER SCIENCE

COM COMMUNICATIONS

CSC COMPUTER SCIENCE

|     |                      |   |
|-----|----------------------|---|
| SAU | AUDIOLOGY            |   |
| SCD | COMMUNICATION DSORDS | - |
| SOC | SOCIOLOGY            |   |
| SPD | DEAF STUDIES         | + |
| SPA | SPANISH              |   |
| SSJ | SPEECH (St. Josephs) |   |
| SWB | P/M STUDY BIL SWK    |   |
| SWK | SOCIAL WORK          | — |
| SWL | SOCIAL WELFARE       | - |
| THE | THEATRE ARTS         |   |
| WST | WOMENS STUDIES       | ¶ |

### Ordered Alphabetically by Description

| Description            | Code | Note |
|------------------------|------|------|
| ACCOUNTING             | BAA  |      |
| ADULT HLTH NUR PRACT   | NPA  | -    |
| AFRICAN AMERICAN ST    | AAS  | ¶    |
| ANTHROPOLOGY           | ANT  |      |
| ART                    | ART  |      |
| ART EDUCATION          | AEN  |      |
| ART EDUCATION          | EAR  | -    |
| AUDIOLOGY              | SAU  |      |
| BIL ED CERT TEACHERS   | ECT  |      |
| BIL ED CERT TEACHERS   | ECU  |      |
| BIOCHEMISTRY           | BCH  |      |
| BIOLOGY                | BIO  |      |
| BIOLOGY 7-12           | ESB  | -    |
| BUSINESS (ABLE)        | AMC  |      |
| CHEMISTRY              | CHE  |      |
| CHEMISTRY 7-12         | ESC  | -    |
| CHILD & ADOL PSYCHOTHR | CAP  | §    |
| CHILDHOOD EDUCATION    | ECH  | -    |
| CHILDHOOD SPEC ED      | EEC  | -    |
| CHILDHOOD SPEC ED ST   | ECK  | -    |
| CLHD SPEC ED INCL ST   | EIS  |      |
| CLINICAL PSYCHOLOGY    | ICL  | -    |
| COMMUNICATION DSORDS   | SCD  | -    |
| COMMUNICATION DSRDS    | ECM  | -    |
| COMMUNICATIONS         | COM  |      |
| COMMUNITY HEALTH ED    | HCH  | -    |
| COMPUTER MGT INFO SY   | CIS  |      |
| COMPUTER SCIENCE       | CSC  |      |
| CRIMINAL JUSTICE       | ACG  |      |
| DANCE                  | DAN  |      |
| DEAF STUDIES           | SPD  | +    |

#### KEY

- ¶ Minor only
- Master's Level
- Doctoral Level
- § Post-Doctoral Certificate
- + Special Interest Courses
- AC Advanced Certificate



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## Numeric Department Codes

### Numeric Order

| <b>Dept No.</b> | <b>Description</b>       |
|-----------------|--------------------------|
| 0083            | HONORS                   |
| 0101            | AFRICAN AMERICAN STUDIES |
| 0103            | ANTHROPOLOGY             |
| 0104            | ART                      |
| 0105            | BIOLOGY                  |
| 0106            | CHEMISTRY                |
| 0108            | COMMUNICATIONS           |
| 0111            | ART HISTORY              |
| 0112            | EARTH SCIENCE            |
| 0118            | EMERGENCY MANAGEMENT     |
| 0122            | ENGLISH                  |

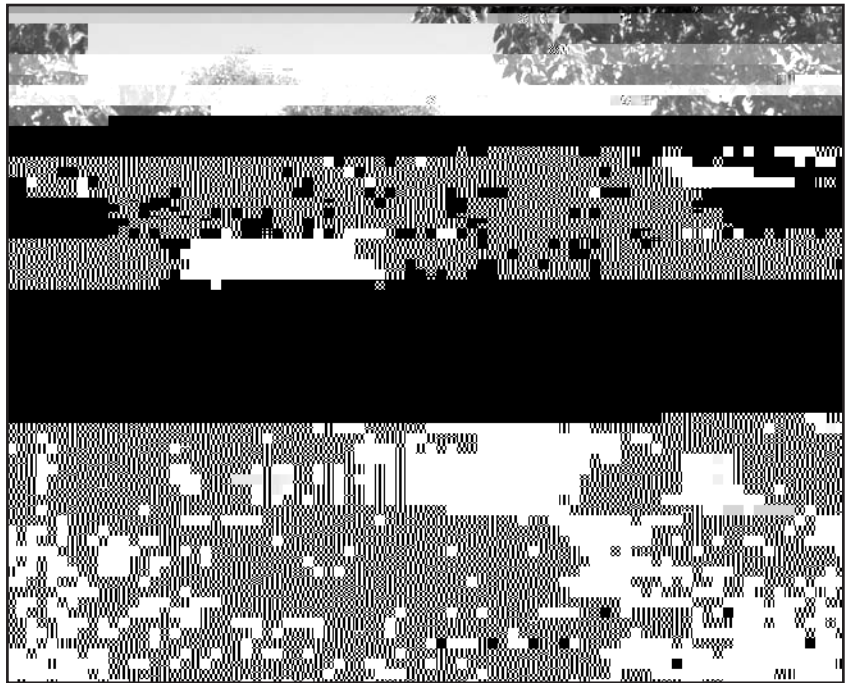
0611 ABLE HUMANISTIC STUDIES  
 0612 ABLE NATURAL SCIENCE  
 0613 ABLE SOCIAL SCIENCE  
 0615 ABLE MGMT & COMMUNICATIONS  
 0619 GENERAL STUDIES  
 0620 GENERAL STUDIES ENGLISH  
 0621 GENERAL STUDIES HISTORY  
 0623 GENERAL STUDIES SOCIAL SCIENCE  
 0625 GENERAL STUDIES MATH & SCIENCE  
 0637 ABLE - INTERDISCIPLINARY STUDY  
 0801 EDUCATION  
 0802 EDUCATION - LITERACY  
 0803 EDUCATION - ART  
 0804 EDUCATION - BILINGUAL ED  
 0805 EDUCATION - EDUCATION STUDIES  
 0806 EDUCATIONAL LEADERSHIP & TECH  
 0807 EDUCATION - ELEMENTARY ED  
 0808 EDUCATION - ESL  
 0809 EDUCATION - ADOLESCENT ED  
 0810 EDUCATION - SPECIAL EDUCATION  
 0811 CLA ENGLISH REQUIREMENTS  
 0812 EDUCATION - TEACHING FELLOWS  
 0814 EDUCATION - EARLY CHILDHOOD  
 0820 EDUCATION - EARLY CHILD SPEC ED  
 0834 HEALTH STUDIES  
 0836 EDUCATION - STEP  
 0851 PHYSICAL EDUCATION  
 0852 PHYSICAL EDUCATION  
 0853 PHYSICAL EDUCATION - SKILLS  
 0874 COMMUNICATION SCIENCES  
 0876 COMMUNICATION SCIENCES  
 0878 COMMUNICATION SCIENCES  
 0952 FRESHMAN EXPERIENCE

## Ordered Alphabetically by Department

| Dept No. | Description                     |
|----------|---------------------------------|
| 0101     | AFRICAN AMERICAN STUDIES        |
| 0602     | ADULT BAC LEARNING EXPERIENCE   |
| 0201     | ACCOUNTING                      |
| 0606     | ABLE CRIMINAL JUSTICE           |
| 0611     | ABLE HUMANISTIC STUDIES         |
| 0615     | ABLE MGMT & COMMUNICATIONS      |
| 0612     | ABLE NATURAL SCIENCE            |
| 0103     | ANTHROPOLOGY                    |
| 0111     | ART HISTORY                     |
| 0104     | ART                             |
| 0613     | ABLE SOCIAL SCIENCE             |
| 0105     | BIOLOGY                         |
| 0204     | BUSINESS ADMINISTRATION         |
| 0106     | CHEMISTRY                       |
| 0129     | CHINESE MANDARIN                |
| 0124     | CLASSICS                        |
| 0108     | COMMUNICATIONS                  |
| 0145     | COMPUTER SCIENCE                |
| 0803     | EDUCATION - ART                 |
| 0112     | EARTH SCIENCE                   |
| 0804     | EDUCATION - BILINGUAL ED        |
| 0203     | ECONOMICS                       |
| 0807     | EDUCATION - ELEMENTARY ED       |
| 0820     | EDUCATION - EARLY CHILD SPEC ED |
| 0806     | EDUCATIONAL LEADERSHIP & TECH   |
| 0809     | EDUCATION - ADOLESCENT ED       |
| 0805     | EDUCATION - EDUCATION STUDIES   |
| 0801     | EDUCATION                       |
| 0810     | EDUCATION - SPECIAL EDUCATION   |
| 0802     | EDUCATION - LITERACY            |







# SUPPORT SERVICES AND RESOURCES

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## **Support Services and Resources**

In addition to the extensive resources within each of Adelphi's individual Schools, Colleges, and Off-Campus Centers, the following resources and services are available to facilitate students in their pursuit of academic and personal goals.

### **Office of Academic Services and Retention (OASR)**

## Center for Career Development

Patricia D. Mitchell, Ph.D.  
 Email: mitchell@adelphi.edu

The Center for Career Development educates students in skills they will use for a lifetime as they select, enter, change, and advance in their careers.

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; to apply for jobs on campus; and to attend workshops in which students learn to develop a job search strategy, produce effective résumés and letters, and prepare and practice for interviews.

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

The Center for Career Development, located in Post Hall, is open year round from 8:30 a.m. to 4:30 p.m., Monday through Friday, with extended hours on some Wednesdays. The Center accommodates all on-campus and off-campus students, including those with special needs. For additional information call (516) 877-3130. For a complete schedule of career events, visit the Center's Web site at <http://students.adelphi.edu/career>.

All students are encouraged to register with the Career Center through Monstertrak.com. Detailed instructions can be found on our Web site. The password for Adelphi students is 123456789. Registered students will receive timely email reminders of career events and notices of jobs and internships tailored to their interests.

For rapid replies to all career-related questions email the center at [careercounselor@adelphi.edu](mailto:careercounselor@adelphi.edu).

## Alumni Career Network

The Alumni Career Network gives Adelphi University alumni the opportunity to continue their connection to Adelphi. Through programs in the Center for Career Development alumni are encouraged to serve as mentors, visit classes and clubs, participate in career events, and recruit current students.

## Student Counseling Center

Deborah Ramirez, Ph.D.  
 Email: ramirez@adelphi.edu

The Student Counseling Center helps undergraduate and graduate students with problems or concerns that may interfere with their academic and personal goals. The Center offers a variety of services including confidential individual and group counseling, evaluation, crisis intervention, psychiatric services, rape crisis counseling, anger-management counseling and education, outreach and consultation services, psychoeducational workshops, and referrals to on-campus and off-campus resources.

A workshop series offers a forum to discuss issues that impact students' lives. Common concerns students express to our counselors include self-esteem problems, depression, anxiety, eating disorders and body image issues, relationship difficulties, dealing with emotions, family-related issues, decision making, and uncertainty about the future. Any student currently enrolled at Adelphi, part time or full time, is eligible for



Referrals to specialists in mental health or allied fields such as psychopharmacology, nutrition and weight management, academic tutoring, or divorce mediation are available through an extensive network of providers. The Center's Web site is [www.adelphi.edu/communityservices/derner/dernercenter](http://www.adelphi.edu/communityservices/derner/dernercenter). For additional information call (516) 877-4820.

### **Childcare Services: The Early Learning Center**

Located on Adelphi's Garden City campus, Adelphi's Early Learning 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. (Fee required.) In addition, the Center is a site for field experiences that are part of academic programs in all professional schools.

The Early Learning Center, previously called the Child Activity Center, has been providing part- and full-day programs for preschoolers for more than 25 years. Graduate students in Adelphi's Schools of Education and Social Work, and the Derner Institute of

all students registered for 6 or more credits, born after 1956, to prove immunity to measles, mumps, and rubella. Students are also required to complete the Meningococcal Meningitis Response Form and Health History. These forms can be found online at <http://students.adelphi.edu/sa/hs/forms.php>. Course registration and attendance at Adelphi University will not be possible without clearance by the Health Services Center.

### **Medical Insurance**

Any Adelphi University student who is currently registered may purchase the Adelphi University Accident and Health Insurance policy. All residence hall and international students are automatically enrolled in Adelphi's student medical insurance plan. A student who is already covered by alternative medical insurance, and wishes to cancel Adelphi's coverage, must bring evidence of such medical insurance to the Health Services Office by October 1 (for the fall semester) or March 1 (for the spring semester). Likewise, those students who do not have medical insurance coverage and wish to enroll in Adelphi's plan must do so by the same dates.

### **ELS Language Center**

Ward Morrow, Director  
Email: [nygc@els.edu](mailto:nygc@els.edu)

Adelphi University, in conjunction with ELS Language Centers, offers one of the most comprehensive English as a second language programs in the country. Based at many universities across the country, ELS offers this high-quality, intensive program to students, visitors, and business and government personnel who wish to learn English thoroughly but quickly. Academically gifted students who complete level 112 in the

system, at <http://ecampus.adelphi.edu>. Select the “Services” tab and launch the work order system.

OITR organizes Peer-to-Peer Training sessions led by students who teach a range of classes from learning software applications to designing a personal Web site. The training schedule is available at <http://infotech.adelphi.edu/services/students/peer.php>.

OITR provides eight general-access computer labs at the following locations:

- Information Commons in Swirbul Library
- Gallagher Lab
- Commuter Lounge
- Hagedorn Room 110
- Sager Lab
- Science Room 227
- Swirbul Room 100
- Swirbul Room 201

In addition, various departments have their own specialized computer labs. Students can find more information at <http://infotech.adelphi.edu/resources/labs>.

To facilitate network access, OITR has created both indoor and outdoor wireless hot spots on campus. Look for the yellow signs that indicate the indoor hot spots. Your laptop must be equipped with a Wi-Fi card (802.11b) and capable of 128-bit WEP encryption. Before students connect they must contact Customer Services and provide a valid Adelphi ID. Upon verification, Customer Services will give you instructions on how to connect to the Adelphi wireless system. For more information on connecting to the wireless network, students can go to <http://infotech.adelphi.edu/resources/wireless.php>.

### **Indoor/Outdoor Hot Spots**

A map of our indoor and outdoor wireless access areas is available at <http://infotech.adelphi.edu/resources/wireless.php>. Students residing on campus have full access to the Adelphi network. Students will be prompted to follow the Residential Networking Registration

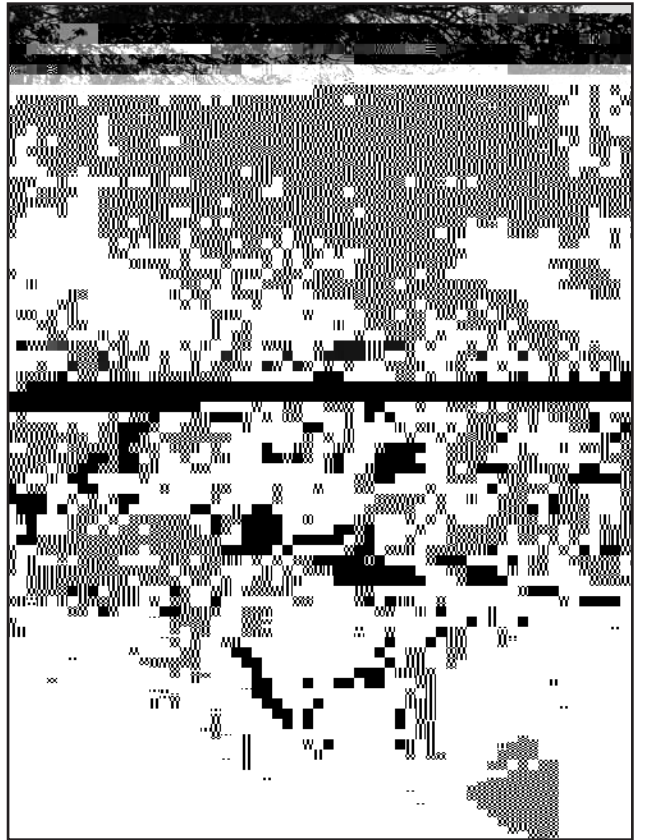
the first time they connect their computers in the residence halls. The Adelphi eCampus portal gives students easy access to applications and services in one safe, secure location. Students can access C.L.A.S.S. and Blackboard, read their email, post to the message boards, and check the University calendar for the latest events. eCampus can be accessed from <http://ecampus.adelphi.edu>. For more information about OITR





## University Libraries

Charles W. Simpson, , . . . . .



# COCURRICULAR AND STUDENT LIFE



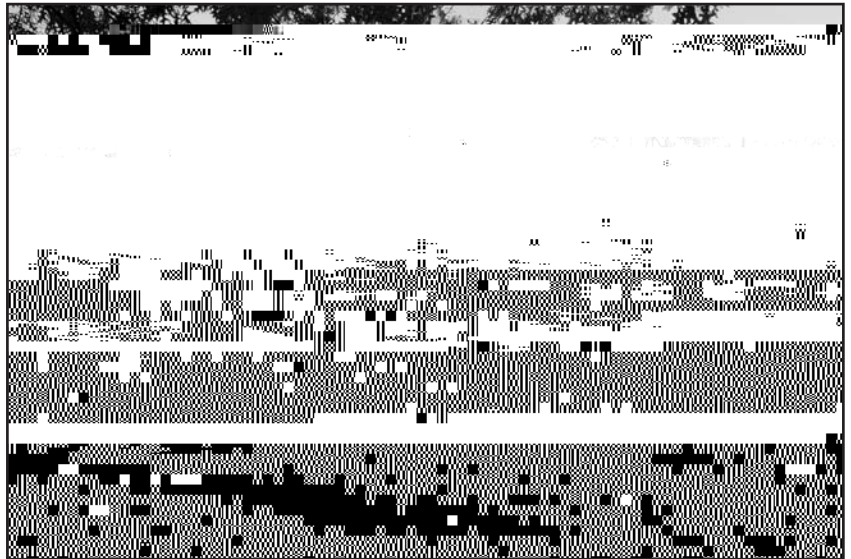


## **Commuter Student Affairs**

### **A** *Commuter Student Affairs*

The Office of Commuter Student Affairs provides services and programs for students who commute to the University. The Office helps each commuter explore and take full advantage





COLLEGE OF  
ARTS AND SCIENCES



---

## College of Arts and Sciences

Gayle Dranch Insler, , .  
Email: insler@adelphi.edu

Steven J. Rubin, . . . . .  
Charles Shopsis, . . . . .  
Ruth McShane, . . . . .

### 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





half of a year-long course may be applied toward fulfillment of degree requirements only upon satisfactory completion of the second half of the course.

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

## **Schedule**

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

## **Grading Policies**

### **Grade Roster for Graduate Study:**

- 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 gradu

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.

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## Art and Art History

David Hornung

Email: [hornung@adelphi.edu](mailto:hornung@adelphi.edu)

Hugh Crean  
Thomas McAnulty

Carson Fox  
Jennifer Maloney  
Kellyann Monaghan  
Jean Sorabella

David Hornung  
Geoffrey Grogan

Dale Flashner

The department of art and art history offers a program of study that leads to the Master of Arts degree in studio art. Each student designs a program of study in consultation with a faculty advisor. Degree requirements may be undertaken on a part-time basis, and a portion of the degree may be earned by attending classes offered in summer sessions.

### Portfolio Requirement

For admission as a degree candidate, an applicant must have earned a baccalaureate degree from an accredited four-year college and have developed a portfolio of artwork in a representative range of media. This work must have been done within the last two years.

A formal portfolio presentation is required of all students applying for admission to the Master of Arts program: 12–15 examples of recent artwork are required. Original artwork is preferred to reproductions. We urge prospective candidates to present the portfolio in person, as this provides the student with an opportunity to



## Biology

Lawrence Hobbie  
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George K. Russell  
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|                        |                    |
|------------------------|--------------------|
| A. Coolidge Churchill  | Lawrence Hobbie    |
| Deborah F. Cooperstein | R. David Jones     |
| Carol Diakow           | Benjamin Weeks     |
| James K. Dooley        |                    |
| Gayle D. Insler        |                    |
| George K. Russell      | Tandra Chakraborty |
|                        | Jonna Coombs       |
|                        | Katherine Flynn    |
|                        | Alan Schoenfeld    |
|                        | Andrea Ward        |

## Master of Science in Biology

### Preparation for the Health Professions, Teaching, and Scientific Research

Adelphi's graduate biology program prepares students for doctoral study and entrance into professional schools of medicine, dentistry, and veterinary medicine. The program also qualifies future educators for certification and expands

## **Admission**

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

## **Requirements for the M.S. in Biology**

A.





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## English

Jennifer Fleischner,  
Email: fleischner@adelphi.edu

|                     |                      |
|---------------------|----------------------|
| Jennifer Fleischner | Martha Cooley        |
| Steven J. Rubin     | Imraan Coovadia      |
| Igor Webb           | Anton Dudley         |
| Susan Weisser       | Jacqueline LaMon     |
|                     | Michael Matto        |
|                     | Christopher Mayo     |
|                     | Adam McKeown         |
| Judith Baumel       | Lahney Preston-Matto |
| Kermit Frazier      |                      |
| Kris Fresonke       |                      |

Judith Baumel,  
Kermit Frazier,  
Martha Cooley,  
Imraan Coovadia,  
Anton Dudley,  
Jacqueline LaMon,

Jennifer Fleischner,  
Susan Weisser,  
Kris Fresonke,  
Michael Matto,  
Christopher Mayo,

The English department offers the Master of Fine Arts (M.F.A.) Program in Creative Writing and courses in literature, language, and theory; and advanced workshops in creative writing with specializations in fiction, poetry, and playwriting.

The 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.

### Master of Fine Arts Program in Creative Writing (37 credits)

Web address: <http://academics.adelphi.edu/artsci/creativewriting>

Igor Webb,





## Admission

The requirements for admission to the master's 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 are not required. Applicants should contact the program director.

### Note:

### I. Common Courses (9 credit minimum)

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 sci-

|             |  |
|-------------|--|
| ENV/EAS 501 | Principles of Earth Science I                        |
| ENV/EAS 502 | Principles of Earth Science II                       |
| ENV/CHE 570 | Principles of Toxicology<br>( , , , )                |
| ENV/EAS 654 | Oceanography   |
| ENV/EAS 671 | Climatology  |
| ENV/EAS 674 | Hydrogeology   |
| ENV/EAS 761 | Marine Geology                                       |
| ENV 630     | Special Topics in the Global<br>Physical Environment |

Offered as needed, topics include:

- Coastal and Wetland Management
- Technical Aspects of Pollution Control
-

as toxicology and ecotoxicology, disease ecology, and epidemiology.

Prerequisites for a specialization in environment and health with an emphasis in ecotoxicology include four semesters of biology including ecology, and four semesters of chemistry.

**B2. Global Human Environment:  
Specialization in Business/  
Environmental Economics**

While scientific and social considerations are vitally important in determining and executing environmental policy, the universes of business and congress ultimately incorporate financial and management arguments for the final implementation of environmental decisions. Persons involved in environmental fields from either universe must have the necessary tools to understand and to persuasively influence environmental decision-making. The environmental studies program offers these tools to our students.

Several courses are recommended to students who want electives in business or environmental economics in addition to environmental science courses in microeconomics and environmental economics. Eight elective credits of course work may also be taken in the School of Business out of the total of 36 credits required for the M.S. in environmental studies. These courses may be taken only in consultation with environmental program and business school advisers. The relevant School of Business courses are:

- ECA 520 Macroeconomics
- BUS 551

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## Music

Christopher Lyndon-Gee,  
Email: lyndongee@adelphi.edu

Paul Moravec

Christopher Lyndon-Gee

Sidney Marquez Boquiren

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## **COURSES OF INSTRUCTION**

### **COLLEGE OF ARTS AND SCIENCES**

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#### **ANTHROPOLOGY**

##### **ANT 514 Language and Culture**

A survey of language, its meaning and its relationship to culL

**ART 711, 712 Sculpture Studio**

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**

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**

Throwing and hand building techniques in stoneware and porcelain; sculptural pottery. Instruction in glazing and firing techniques.

**ART 761, 762 Photography**

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**

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**

Individually selected problems in developing printmaking skills and techniques.

**ART 771, 772 Painting**

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

**ART 773, 774 Sculpture Studio**

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

**ART 775, 776 Ceramics Studio**

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

**ART 790 The Big Picture from 1800 to 1960**

This course will examine paintings that are large in size and grand in significance from 1800 to 1960. Students will present short reports on selected articles and a lengthier paper on a specific work.

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

This is the capstone course for the Master's degree. Students learn to document and present their work to a professional standard and prepare a portfolio that represents their best studio work from the program.

**BIOLOGY****BIO 504 Survey of Biochemistry**

Satisfies undergraduate and graduate biology elective requirement. An introduction to biochemistry emphasizing biochemical control and the relationship to the physiological functions. Two lectures and one laboratory each week.

**BIO 506 Introduction to Molecular Biology**

A comprehensive study of genetics from the perspective of the gene. The course explores the structure, molecular organization, regulation, and interactions of prokaryotic and eukaryotic genes. Lectures and lab exercises introduce techniques of recombinant DNA technology.

**BIO 526 Scanning Electron Microscopy**

This course introduces students to the theory and applications

**BIO/ENV 614 Ecological Systems**

Designed to acquaint students with the fundamental concepts of ecology at the ecosystem level, and the interrelationships of these biological systems with abiotic environment. The interdependency of these systems and the effect of man's manipulation of them are emphasized. Lecture, laboratory, and fieldwork.

**BIO 615 Regulatory Physiology**

Mechanisms of growth, nutrition, and response to environment. Osmotic balance, enzymatic activities, and respiration.

**BIO/ENV 624 Scientific Computer Graphics**

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

**BIO 626 Cell Culture Techniques**

This course is designed to teach students the skills of mammalian tissue culture. Students will use tissue culture facilities and technology and will learn how to maintain and manipulate animal cells in culture. Several cell lines of differing origins will be used and mini-experiments will be constructed to provide the experience of cell manipulation. Cryopreservation and sterile techniques will also be covered.

**BIO 630 Stem Cell Therapeutics and Tissue Repair**

Introduces the student to various human stem cells having the capacity to divide, differentiate and mature into different specialized cells, tissues and organs in vitro and their manufacturing process through tissue engineering and applications in regenerative medicine. Emphasis will be placed on stem cell graft engineering using pluripotent, multipotent, and unipotent stem cells derived from human embryos, aborted fetal tissue, neonatal blood, and adult tissue. Current ethical and religious controversies surrounding stem cell technology will also be discussed.

**BIO 631 Selected Topics in Biology**

The study of current trends in biological thinking and research. Topics to be covered are stated each semester. Examples from previous semesters are: Cell Pathology, Medical Genetics, Introduction to Biotechnology, and Experimental Design. Lecture only.

**BIO 640 Graduate Genetics**

Focuses on the storage, modification, and retrieval of genetic information at both the chromosomal and molecular levels. Prokaryotic and eukaryotic systems are examined to illustrate how a genetic approach is being applied to answer questions concerning the mechanisms of inheritance, gene structure and function, cell differentiation and dedifferentiation, and various human disease conditions.

**BIO 641 Graduate Genetics Laboratory**

A "hands-on" survey of prokaryotic and eukaryotic organisms of genetical interest, coupled with a project of student design.

**BIO 645 Introduction to Biotechnology**

An introduction to biotechnology, including scientific principles and approaches, applications to medicine, agriculture, and industry, and the legal and regulatory environment of the industry.

**BIO 650 Graduate Cell Biology**

Survey of the structural basis of cellular activity at the micro- and ultra-structural levels with readings designed to offer the student an understanding of nuclear and cytoplasmic structure and function.

**BIO 654 Basement Membrane Biology**

This course is a study of basement membrane biology. The basement membrane is a specialized structure found in all organs of adult vertebrates and is expressed as early as the two-cell stage embryo. Original research articles that use all of the modern molecular techniques of biology will be discussed and used to examine the role of the basement membrane in development and disease.

**BIO 660 Graduate Developmental Biology**

An examination of the process of animal development, with an emphasis on vertebrates. Focus on the cellular and genetic mechanisms of development, beginning with fertilization and continuing with gastrulation, neurulation, and morphogenesis. The molecular basis of differential cell adhesion, cell differentiation and determination, and cell signaling in development will also be examined. Reading and discussion of papers from the primary scientific literature.

**BIO 670 Virology**

This course will present the basis of viral taxonomy. The molecular basis of viral structure and replication will be examined in detail. The mechanisms of viral pathogenesis will then be explained in terms of the modes of viral replication, structure, and genetics. Methods of virus cultivation will also be studied. Three lectures each week.

**BIO 674 Graduate Microbiology**

Designed for students who have acquired basic knowledge

**64 COLLEGE OF ARTS AND SCIENCES COURSES**

**EMG 503 Health Management in**

**ENG 614 Medieval Literature**

Intensive study of the major works and types of Old and Middle English literature to 1500, exclusive of Chaucer, in modern English translations.

**ENG 617 Seventeenth Century Poetry**

Intensive study of selected writers of the period exclusive of Milton and Shakespeare.

**ENG 620 American Literature**

Phases of American literature and life explored in-depth from the period 1600–1800.

**ENG 622 American Literature III**

A study of major writers, themes, and forms from World War I to the present. Includes the work of Hemingway, Fitzgerald, Faulkner, Eliot, Stevens, O'Neill, Williams.

**ENG 629 History of the English Language**

A study of elements and history of the English languages starting with the Indo-Europeans and continuing to the present moment.

**ENG 631 Literature and Other Arts**

Consideration of the interaction between literature and the other arts.

**ENG 634 Methods of Literary Analysis:  
Theory and Practice**

A study of the theory and practice of different methods of literary analysis, through discussions of major theoretical and practical texts of literary analysis.

**ENG 635 Research Methods**

A practical course in doing research and a crash course—or for some, a review—in MLA style, the most useful (because most common) humanities approach to publishing research.

**ENG 638 Teaching Writing:  
Theory and Practice**

A study of the history, theory and practice of teaching rhetoric and writing, particularly in colleges and universities in the United States since the mid-19th century. Focus will be on the cultural and ideological pressures that have shaped that history, the impact of such pressures on actual classroom practice, and the current state of the discipline.

**ENG 640 Fiction Workshop**

For students with a serious interest in imaginative writing and a complementary interest in reading. Students produce writing exercises, reading and critique of colleague's work and try different styles and ways of working with the goal of writing several substantial pieces of fiction by the end of the semester.

**ENG 641 Poetry Workshop**

This workshop aims to create a community of dedicated writers and readers who challenge themselves and support each other. Students will produce substantial new drafts of independent work weekly, analyze late twentieth century and contemporary poetry in written and oral presentations, and develop close editing skills.

**ENG 642 Playwriting Workshop**

This workshop aims to create a community of dedicated writers and readers who challenge themselves and support each other. Students will produce substantial new drafts of independent work and read and critique each other's work as well as that of established writers.

**ENG 643 Creative Nonfiction Workshop**

A study of the literary genre of creative nonfiction through reading, critical analysis, and writing. The course explores the development and contemporary expression of

**66 COLLEGE OF ARTS AND SCIENCES COURSES**

**ENG 663 The Development of  
the Narrator in Fiction**

A study of the development of the narrator in the major fictions of western writing.

**ENG 664 Modernism**

A study of selected writers of the late nineteenth and early twentieth century.

**ENG 791 Practicum Colloquium**

A weekly practicum designed to help M.F.A. students develop professional careers after graduation. Course considers

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**ENV 791 Internship**

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**ENV/EAS 657 Meteorology**

Chemistry and physics of the atmosphere: observation and measurement of temperature, pressure, wind, moisture, and cloud changes, analysis of frontal cyclonic storms, weather forecasting, preparation of weather maps.

**ENV/EAS 671 Climatology**

A survey of the world's weather and climatological patterns in relation to the earth's continents, oceans, soils, vegetation, and human culture and health. Modern climatological classification system, prehistorical climatic regimes, statistical analysis of the nature and causes of climatic change.

**ENV/EAS 674 Hydrogeology**

A qualitative approach to hydrogeology with emphasis on the occurrence, movement, and chemical quality of ground water; the relation between geologic and hydrologic environments. Concepts illustrated by examples from Long Island and other parts of the United States.

**ENV/EAS 761 Marine Geology**

A systematic survey of the marine environment and its relation to continental shelf and deep ocean geological processes. A supplement to EAS 654 Oceanography (basic course). One or more field trips required.

**ENV/ECA 530 Environmental Economics**

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/POL 560 International Environmental Policy**

This course focuses on the actions of nation states that have important consequences for the global environment. National decisions have consequences for the environment that extend beyond their borders while international law and norms have an impact on national decision making. Such issues as climate change, ozone depletion, the economy and the environment, energy production and consumption, and sustainable development are examined in terms of developing, implementing and enforcing international environmental policy goals.

history courses. Students can choose from the total number of topics discussed weekly during class and write three papers, utilizing the suggested primary source material, interpretive essays, and texts, provided prior to each week's session.

**HIS 534 Special Studies in American History II**

The course will explore changing conceptions of fundamental aspects of American culture. Special attention will be given to the relationship between ideas and cu()-144(c)-144(c)-149a222(c)--19

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**HISTORY**

**HIS 533 Special Studies in American History I**

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

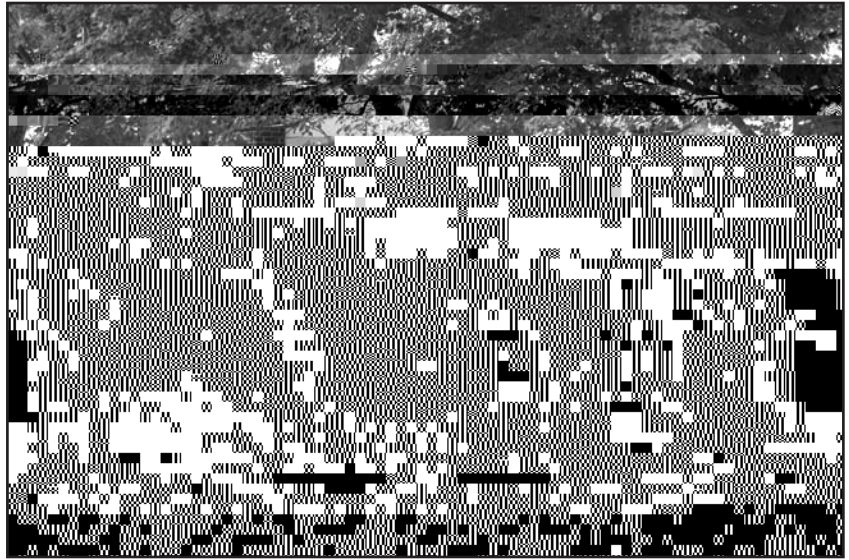


**MTP 604 Discrete Mathematics for  
Computer Science**

This course presents the basic mathematics underlying computer science: Symbolic logic and circuit elements; sets, relations and functions and their applications (for example, in relational data bases); graphs, trees and their uses; arithmetic in binary and octal.

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

## 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 knowled5(-)67(k)-2eat Bok6h7(k)-2eat Bok6h

ty 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 sug



in preclinical psychology, forensic psychology or industrial organizational psychology.

The following is a typical schedule for a full-time student in the Master of Arts in general psychology program (36 credits):

MPS 606      Research Design I  
MPS 603      Psychopathology, Personality,  
                  and Diagnosis

MPS 609      Consciousness and Cognition

MPS 612      Contemporary Views of  
                  Psychoanalytic Theory

Elective

MPS 607      Developmental Psychology  
MPS 646      Research II: Program Evaluation

Elective

Elective

Elective

Elective

An optional two-week winter intercession is sometimes offered.

## **The Master of Arts in Mental Health Counseling (60 credits)**

The master's in mental health counseling is a 60-credit program that includes 16 required courses and four elective courses. 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







cal practice are required of the clinical psychology and respecialization students. All of the clinical supervisors have had postdoctoral training, most are graduates of psychoanalytic institutes, and most are Diplomats of the American Board of Professional Psychology. Throughout all years in residence, students attend a weekly colloquium that serves as a forum for guest speakers, films, plenary meetings, and faculty or student presentations.

Externship

|         |   |
|---------|---|
| PSI 701 | Psychotherapy Case<br>Conference II ( , , , ) |
| PSI 713 | Clinical Practice II:<br>Psychodiagnostics    |
| PSI 722 | Psychoanalytic<br>Psychotherapy II: Processes |
| PSI 742 | Psychological Research III                    |
| PSI 746 | Applied Clinical Research                     |
| PSI 830 | Object Relations                              |

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

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- PSI 701 Psychotherapy Case  
Conference II ( , , , )
- PSI 713 Clinical Practice II:  
Psychodiagnostics
- Off-Campus Clinical Externship

**Second Year**

- PSI 724 Psychoanalytic Psychotherapy  
I: Principles
- PSI 800 Psychotherapy Case  
Conference III ( , , , )
- PSI 812 Clinical Practice III:  
Psychotherapy Practicum
- PSI 833 Disorders of the Self
- PSI 834 Multicultural Issues I:  
Sex and Gender
- PSI 801 Psychotherapy Case  
Conference IV ( , , , )
- PSI 813 Clinical Practice IV:  
Psychotherapy Practicum
- PSI 820 Child Psychotherapy
- PSI 830 Object Relations
- PSI 850 Ethics and Professional Issues

**Transfer Credits**

Applicants are required to have a GPA of at least 3.0. The GRE is not required but it is looked upon favorably. Applicants are required to have 15 credits in psychology, which must include general psychology; developmental child or adolescence psychology; abnormal personality or social psychology; tests and measurements, and statistics (Psychology Department, 2010). Applicants must also submit three letters of recommendation from former teachers or employers; and an essay/professional

**Postdoctoral Diploma in Child  
and Adolescent Psychotherapy**

Doctorate and state license in an area of  
mental health, including psychology, psychiatry.





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## COURSES OF INSTRUCTION

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

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#### MASTER'S COURSES

##### **MPS 520 Eating Disorders**

This course will cover body image disturbances; body-related affective problems; anorexia nervosa; bulimia nervosa; binge eating disorder; obesity; socio-cultural pressures; dieting; and mood problems. For each of the four eating disorders, we will review causal models, as well as prevention and treatment approaches.

##### **MPS 603 Psychopathology, Personality, and Diagnosis**

This course provides an introduction to the field of psychopathology and personality. In order to ensure coverage of the range of psychopathology and personality, course material will be organized by diagnostic categories.

##### **MPS 604 History and Systems of Psychology**

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

##### **MPS 605 Social Psychology**

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

##### **MPS 606 Research Design I**

This course introduces students to different approaches and techniques for conducting behavioral and social research with stronger emphasis on experimental and quasi-experimental methods.

##### **MPS 607 Developmental Psychology**

This course provides a clear understanding and working knowledge of various theories of psychological development. Perspectives include: environmental, maturational, ethological, educational, organismic, cognitive moral, learning theory, psychoanalytic, experiential, humanistic, and life stages. The course aims to increase the student's ability to recognize developmental issues as they manifest themselves in life. The goal is for students to use this knowledge for their own insight and development as well as a thoughtful understanding of treatment for their own patients.

##### **MPS 608 Human Diversity**

An understanding of and respect for different cultural groups is important on both the individual and societal levels. This course will examine how different demographic variables such as culture, race, gender and social class influence the thoughts, feelings and behavior of the individual.

##### **MPS 609 Consciousness and Cognition**

Topics or issues are selected from cognitive psychology with a view toward the development of proposals for future research. Specific problem areas that could be discussed include concept formation

**MPS 615 Substance Abuse Counseling**

This course examines substance use, abuse, and addictions, and their impact on individual behavior and social functioning. Additionally, a discussion of public policy trends, legal regulation of alcohol and substances, cultural issues and prevention programs will be covered.

**MPS 616 Personality Disorders:  
Disorders of the Self**

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

**MPS 617 Psychology and Literature**

This course enables students to develop analytical skills used to discern psychological factors in human nature and social relationships.

**MPS 618 Trauma**

This course provides an introduction to the psychology of trauma, outlining the ways in which various traumata have been understood and treated by clinicians with differing theoretical orientations. The course will cover short and long term sequelae, defensive processes, diagnostic issues and treatment considerations, with particular attention to the events of September 11, 2001, sexual trauma, and traumatic death. The goal of the course is to familiarize students with varying psychological perspectives on trauma through discussions of relevant literature and case material.

**MPS 621 Psychology and the Movies**

This course uses the elements of filmmaking to deconstruct the psychological make-up of a movie character. Students will apply critical and analytical thinking to a process that appears intuitive. The movies span a period of 50 years, thereby offering an opportunity to discern cultural subtext from an ever-changing societal backdrop.

**MPS 622 Psychology in Advertising**

## **MPS 002 Talent Acquisition Organizations**

Talent acquisition is the process of attracting, selecting, and retaining individuals in the work environment. It is a process that begins with a formal analysis and definition of a job, and includes the recruitment, testing, interviewing, and orientation processes. Acquiring talent takes into account the organizational culture/

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## MASTER'S COURSES

### **Psychological Foundations:**

#### **MPS 602 Theories of Personality**

See course description in "Master's Level Courses, General Psychology."

#### **MPS 603 Theories of Psychopathology, Personality, and Diagnosis**

See course description in "Master's Level Courses, General Psychology."

#### **MPS 607 Developmental Psychology**

See course description in "Master's Level Courses, General Psychology."

#### **MPS 609 Consciousness and Cognition**

See course description in "Master's Level Courses, General Psychology."

#### **SPY 602 Psychoanalytic Theory**

This course surveys the origins, development, and contem-

### **SPY 604 Overview of School Support Services**

This course is designed to introduce beginning psychologists to the range of services schools must provide as well as the legislative and policy issues surrounding the provision of these services. The course will explore the varied roles of the school psychologist, a range of pre-referral, academic and related services such as speech therapy, occupational and physical therapy, remedial reading and social work services.

### **SPY 620 School Psychology Internship II**

Students are assigned full time to a public or private school under the supervision of a certified school psychologist. Seminar will focus on the New York State Child Abuse reporting law, school violence training (as per Project Save Legislation), models of service delivery in school psychology, crisis intervention skills, and assessment and intervention strategies.

### **Assessment:**

#### **EEC 720 Formal and Informal Methods of Assessment**

In this course, students will develop an understanding of the assessment process. Various approaches to assessment will be explored including: norm-referenced standardized tests, performance-based assessment, authentic assessment, portfolios, curriculum-based assessment, and criterion-referenced assessment.

#### **SPY 605 Personality Assessment I**

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.

#### **SPY 607 Intellectual Assessment I**

To introduce

**SPY 620 School Psychology Internship II**

See course description under "Master's Courses, School Psychology Program, Educational Foundations."

**SPY 621 Practicum in School Psychology II**

This course is devoted to teaching clinical skills for school psychologists. Primary focus will be on clinical issues arising from fieldwork. Advanced issues in diagnosis will be covered and techniques from report writing and parent interviewing and counseling will be stressed both in class and in supervision. Application of consultation skills and parent feedback conferences will be expected of students. Students will produce products that will become part of their portfolios.

**SPY**

**PSI 630 Assessment of Learning Disabilities**

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

**PSI 632 Initial Intake Seminar**

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

**PSI 633 Initial Intake Seminar II**

This course is a continuation of PSI 632.

**PSI 640 Research Conference**

A continuous weekly research conference in the first semester for first-year students.

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

Year-long intensively supervised research practicum. Students complete an empirical research study under the supervision of a mentor of their choice.

**PSI 644 Advanced Psychological Statistics**

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

**PSI 645 Design and Analysis of Experiments**

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

**PSI 646 Research II Programs Evaluation****PSI 647 Research Design I**

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 Psychotherapy****Case Conference I, II, III, IV**

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**

Intensively supervised psychodiagnostic testing and interviewing of severe psychoneurotic and psychomf8 0 -17()-17(c)-17(h)-17(oan&ActualTextEEFF00530049-BDC (SI)TjEMC ( 700, 701, 800, 8



**PSI 815 Clinical Internship**

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

**PSI 816 Clinical Internship II**

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

**PSI 817 Clinical Practice V:  
Psychotherapy Practicum**

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

**PSI 818, 819 Continuing Doctoral  
Thesis Supervision**

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

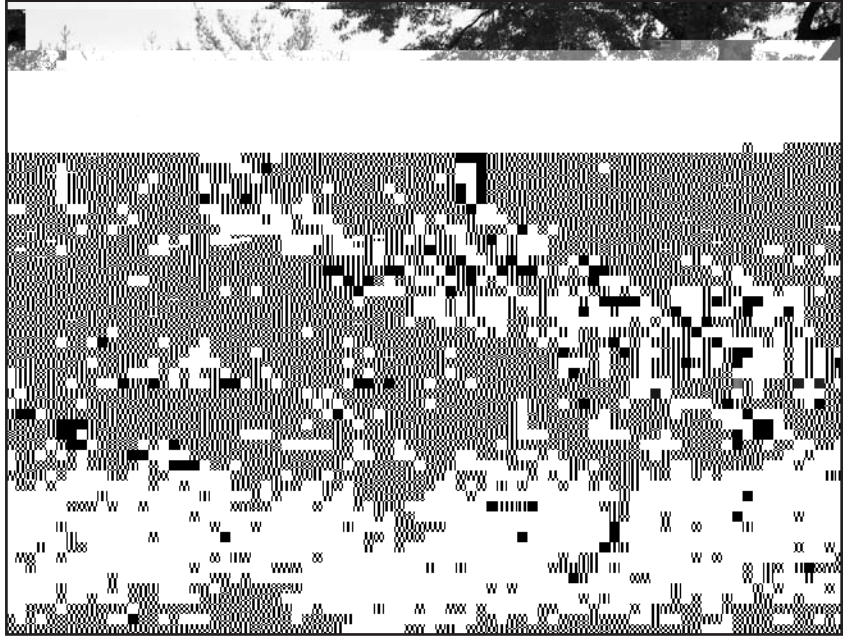
**PSI 820 Special Topics:  
Child Psychotherapy**

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

**PSI 824 Physiological Psychology**

This course is designed to provide 1) a knowledge base in the biological aspects of psychology, and 2) the necessary background in neuroscience to prepare students for a second-semester course in clinical neuropsychology. The initial emphasis is on basic neurophysiology, neuroanatomy, and neurochemistry. Then the biological underpinnings of





SCHOOL OF  
BUSINESS

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## School of Business

Anthony F. Libertella,  
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Rakesh Gupta,  
Brian Rothschild,

Allan S. Ashley  
C. Richard Baker  
Jeffrey Goldstein  
Zhimin Huang  
Susan Li  
Anthony F. Libertella  
Samuel M. Natale  
Alvin J. Rosenstein  
Darko Skorin-Kapov

Jack Angel  
Grace Conway  
David Gleicher  
MaryAnne Hyland  
David Machlis  
Ganesh Pandit  
Jayen Patel  
Dennis Payette  
Sebastian Sora  
R. Bruce Swensen  
Mariano Torras  
Winston Waters  
Simon Yang

Kevin Sheehan

Pamela Buckle  
Rakesh Gupta  
James Hazy  
Harvey J. Heinowitz  
G. Keith Henning  
Alan Kreitzman  
Sviatoslav Moskalev  
Seung-Chan Park  
David Prottas  
Shibin Sheng  
Joyce Silberstang  
Gita Surie  
Monica Yang  
Wen Yin  
Jiang Zhang

K.C. Rondello

## Professional Philosophy

Few areas of American life are as dynamic and challenging as the world of business and entrepreneurship. The rapid pace of technological change and the growth of international mar-

kets and competition are creating rich opportunities for increased productivity and abundance for an ever-larger number of people.

To create the new entrepreneur who can flourish amidst unprecedented change, the School believes that the best business leaders are those who enjoy intellectual challenge; have a deep appreciation of the theoretical and the practical; understand today's reality and tomorrow's possibility; and see the link between the skills they learn and the character that they display.

In addition to the Master of Business Administration (M.B.A.), the School awards the Master of Business Administration (M.B.A.) in management with Master of Science (M.S.) in nursing, and the Post-Master's Certificate in human resource management.

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



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

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

### Graduate Prerequisite Courses (9 credits)

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

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

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

### Advanced Core Courses (21 credits)

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

\* See the [Entrepreneurship and Intrapreneurship](#) course description for more information.

### Specialization/Elective (9 credits)

Select three specialization or elective courses.

### Capstone (3 credits)

|         |                      |
|---------|----------------------|
| BUS 679 | Strategic Management |
|---------|----------------------|

## M.B.A.—Areas of Specialization or Electives

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

### Corporate Finance/Investments/Financial Markets

|         |                                    |
|---------|------------------------------------|
| FIN 510 | Securities Markets                 |
| FIN 634 | Corporate Finance II               |
| FIN 713 | Seminar in Finance                 |
| FIN 737 | Financial Theory and Practice      |
| FIN 738 | Investment Analysis                |
| FIN 739 | Portfolio Management               |
| FIN 743 | International Financial Management |







|         |   |
|---------|---|
| MKT 580 | Marketing Management                                    |
| ACC 600 | Accounting for Managerial Analysis                      |
| FIN 630 | Corporate Finance                                       |
| OPR 678 | Best Practices, Operation, and TQM                      |
| FIN 734 | Building Shareholder Value Through Competitive Analysis |
| HRM 765 | Developing World Class Human Resources                  |
| HHM 772 | Organizational Systems Delivery of Health Care          |
| HHM 776 | Hospital Healthcare Finance                             |

## Admission to the M.B.A.

### Nursing Requirements (33–35 credits)

#### Required Courses

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

#### Specialty Courses

|         |   |
|---------|---|
| NUR 664 | Collective Bargaining                                       |
| NUR 665 | Legal Issues  |
| NUR 666 | Ethical Issues  |
| NUR 768 | Health Promotion and Disease Prevention Program Development |
| NUR 769 | Roles and Functions of Nursing Service Administrator        |
| NUR 770 | Seminar and Practicum in Nursing Administration             |

#### Research Courses

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

## 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 transferable 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)

|         |   |
|---------|---|
| 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                                  |

## School of Business Admission Requirements

In addition to the requirements for University graduate admission, specified elsewhere in this catalog, all prospective graduate 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.



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 following 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 with Advanced Degree**

For students who have applied and been

## **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

## **Waiver and Substitution Policy**

Depending upon the student's previous aca

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**COURSES OF INSTRUCTION**

**SCHOOL OF BUSINESS**

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**ACCOUNTING**

**ACC 500 Financial Accounting**

Designed for those with no previous courses in accounting.



## FINANCE

### **FIN 510 Securities Markets**

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

### **FIN 630 Corporate Finance**

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

### **FIN 634 Corporate Finance II**

An advanced course emphasizing long-term aspects of corporate financial decision making. Topics include advanced techniques in capital budgeting and strategic investment decisions using discounted cash flow analysis, cost of capital, and strategic financing decision models for determining optimal capital structure and distributions to shareholders.

### **FIN 713 Seminar in Finance**

An examination of domestic and global issues in finance. Students are assigned research projects, which are related to current issues. The nature s



**HHM 773 Health Resources and Manpower Management**

The utilization of manpower, its management and direction. Manpower direction is viewed from an operational resource stance rather than that of personnel administration. Course deals with operational performance of individuals, services, and departments and the measurement and levels of quality of performance.

**HHM 774 Legal Aspects of Health Care**

Principles of law and administrative regulations in their application to health care agencies, institutions and organizations. Obligations of administrative staff, top management, governing bodies, medical staff, employees, and attending (but not employee) medical staff in health care situations.

**HHM 776 Hospital and Health Care Finance**

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## **MANAGEMENT**

### **MGT 561 Management Theory/Organizational Behavior**

Examines the rationale underlying the methods of designing the structure of organizations, the functions of management, and research findings from the behavioral sciences that serve as a foundation for understanding how people relate. Topics include various managerial functions including planning, organizing, staffing and control. The course focus also includes organizational socialization, needs and motivation bureaucracy, and organizational change. The primary goal is to assist students in developing a basic understanding of essential and effective processes of management and human relations in administration.

### **MGT 666 Leadership and Innovation in**

**MKT 782 Advertising Management**

An analysis of the entire field of advertising in a managerial context. Examines principle areas of concern to the advertising executive who is responsible for the creation, implementation, and evaluation of advertising strategy. Topics include: formation of objectives in campaign planning, media planning, budgetary control, research, and the administration of the creative climate. The case method is used.

**MKT 785 New Product Management**

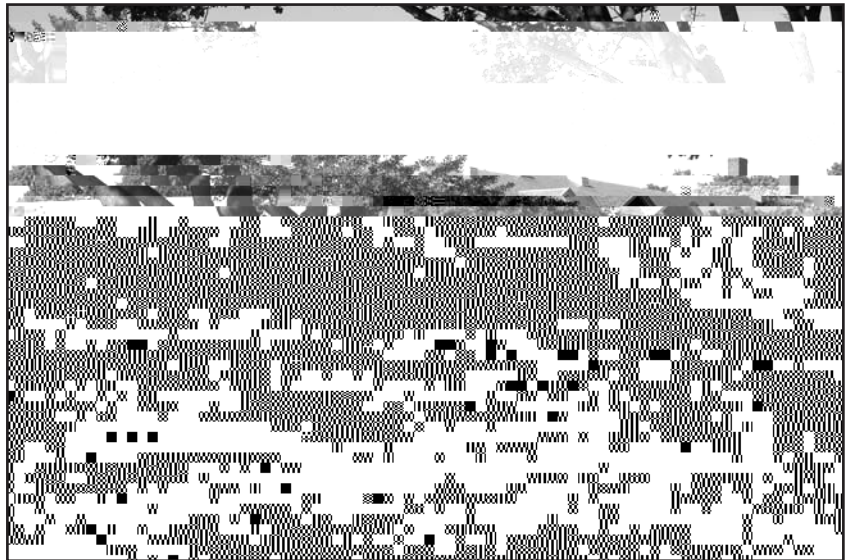
New product development and its place in the marketing process is studied as a continuous and planned activity within the firm. Subject matter includes the meaning, importance, and forms of new products; product life cycle and the importance of branding; corporate objectives and planning for new products; organization of new product activity and activities at each stage of new product development. There is an emphasis on developing a working familiarity with the use of information management and marketing research in identifying and exploiting new product opportunities.

**MKT 787 Consumer Behavior**

Reviews the basic tenets of behavior theory and demonstrates how it can yield increased understanding of consumer behavior. Theories of learning, motivation, perception, personality, and group processes are among those reviewed

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**RUTH S. AMMON**  
**SCHOOL OF EDUCATION**

# Ruth S. Ammon School of Education

Ronald S. Feingold, , ,  
Email: feingold@adelphi.edu

Perry Greene, , , , ,

Judith Cohen  
Ronald S. Feingold  
Robert Goldfarb  
Florence L. Myers  
Robert Otto  
Lawrence J. Raphael  
C. Roger Rees  
Devin Thornburg  
Stephen Virgilio

Srilata Bhattacharyya  
Lucia Buttarò  
Elizabeth DeFreitas  
Perry Greene  
Crystal E. Kaiser  
Esther Kogan  
Ellen Kowalski  
Susan Lederer  
Robert Linné  
Anne Mungai  
Brian Murfin  
Evelyn O'Connor  
Michael O'Loughlin  
H. Robert Perez  
Fran Redstone  
Elaine S. Sands  
Yula Serpanos  
Stanley Snegroff  
Adrienne Sosin  
Kryssi Staikidis  
Renee White-Clark  
Emilia Zarco

Cindy Arroyo  
Angela Beale-Tawfeeq  
Elsa Bekkala  
Leigh D. Benin  
Lyudmila A. Bryzzheva  
Diane Caracciolo  
Alan R. Cohen  
Jenine DeMarzo  
Jean Harris  
Tracy Hogan  
Patricia A. Marcellino  
Lillian Muofhe  
William J. Niles  
Miriam Pepper-Sanello  
Stephen S. Rubin  
Janet R. Schoepflin  
Diana Schwinge  
Mikyung Sim  
Lorraine C. Smith  
Dante Tawfeeq  
Rita Verma  
Laraine Wallowitz  
Howard Weiner  
Lori B. Wolf

## Professional Philosophy

The Ruth S. Ammon School of Education has played an essential role in the preservice and in-service preparation of teachers and allied professionals both in suburban Long Island as well as in New York City. The School is organized into three major departments: communication sciences and disorders; curriculum and instruction; and health studies, physical education and human performance science. These departments offer a wide range of programs leading to certification in early childhood, elementary and secondary education, special education, TESOL and bilingual education, literacy, educational leadership and technology, physical and health education, and speech and communication disorders. All programs include an integration of theory based understanding of the relevant teaching professions and clinical practice in a diversity of settings. In this regard the School has developed partnerships with school districts that provide experiential opportunities for the development of candidates' professional practice as well as forging University-School partnerships that aid the educational mission of public and private schools and other educational and human service institutions.

The Ammon School of Education and the departments within it, advocate six core values spee(p)-31(6

and dialogical process. Our educational philosophy then, stresses the value of learning through meaningful activity and reflection within a community of scholars/educators.

- **Social Justice**—we recognize learning as a sociocultural dynamic 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. Educators must be aware of the ways schools may reproduce hierarchies based on race, class, gender, and sexuality. Awareness should lead to action as teachers embrace their roles as student advocates and active community members.
- **Inclusive Community**—our conception of learning as a sociocultural dynamic leads us to a philosophy that embraces community and collaboration. Democratic, collaborative learning communities that welcome diversity and honor the voices of all hold the most promise for individual as well as organizational progress.
- **Wellness**—our conception of learning is holistic. That is, we believe values and personal growth in the physical, mental, social, emotional, and spiritual domains should be nurtured as well as skills and knowledge.
- **Creativity and the Arts**—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. Creativity and vision are inherent in our conception of the good teacher. The creative process allows us to reflect on our world as well as envision ways of making it more humane, just, and beautiful. (For more about these core values, please visit our website at: <http://education.adelphi.edu/about/philosophy.php>)

To ensure that each candidate is developing the knowledge, skills, and dispositions required in their chosen field and valued by the School we take a number of steps:

- First, we hire highly qualified instructors who teach curriculum aimed at fulfilling our mission.
- Candidates are required to have a range of fieldwork experiences prior to student teaching (if required by the program) in diverse settings so that they can be best prepared to work with many different kinds of students.
- We use multiple sources of data (e.g. results of state teacher certification examinations, course evaluations, feedback from employers) to help us reflect on the effectiveness of our curriculum.
- We also monitor all of our candidates to insure that they are meeting our academic standards and that their professional behaviors are in keeping with the School's values and the highest expectations for educational professionals.

While each program within the department may use similar but different assessment tools (all aligned with our core values), each program monitors every candidate's knowledge, skills, and dispositions. Be sure to obtain specific information regarding the assessments used in your program at an orientation session or by meeting with an adviser.

## I. Department of Communication Sciences and Disorders

Master of Science in Communication Disorders  
Specialization in Speech/Language Pathology  
Doctor of Arts in Communication Disorders  
Doctor of Audiology

## II. Department of Curriculum and Instruction

Programs in Early Childhood, Childhood, and Adolescence Education

Master of Arts in Early Childhood Education ( )

Master of Arts in Childhood Education ( )

Master of Arts for Elementary Teachers, PreK-6 ( )

Master of Arts in Adolescence Education (Chemistry, Earth Science, Biology, Physics, English, Mathematics, Social Studies)

Program in Art Education

Master of Arts in Art Education

Programs in Bilingual Education and ESL

Bilingual Education Extensions to Elementary, Secondary, and Special Education and Communication Sciences and Disorders

Master of Arts in TESOL (Teaching English to Speakers of Other Languages) ( )

Advanced Certificate in TESOL

Programs in Educational Leadership and Technology

Master of Arts in Educational Leadership and Technology  
Certificate in Educational Leadership and Technology

Advanced Certificate in Educational Leadership and Technology  
Programs in Literacy  
Master of Science in Literacy  
Programs in Special Education  
Master of Science in Childhood Special Education ( )  
Master of Arts in Childhood Special Education Studies ( )  
Master of Science in Childhood Special Education in Inclusive Settings ( )  
Master of Science in Early Childhood Special Education ( )  
Advanced Certificate in Early Childhood Special Education

## III. Department of Health Studies, Physical Education and Human Performance Science

Programs in Health Studies

Master of Arts in Health Education  
Master of Arts in Community Health Education

Advanced Certificate in Community Health Education

Programs in Physical Education and Human Performance Science

Master of Arts in Exercise Science  
Master of Arts in Physical Education Specializations:

Adapted Physical Education  
Exercise Physiology  
Sports Management

Master of Arts in Sports Management



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## **Department of Communication Sciences and Disorders**

Susan H. Lederer, *Ph.D.*  
Email: [lederer@adelphi.edu](mailto:lederer@adelphi.edu)

The department of communication sciences  
and disorders offers the Master of Science (M.S.)

expected to adhere to University policies regarding academic integrity and professional behaviors, 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 in extenuating circumstances with prior approval of the student's academic adviser. All clinical seminars, teacher prep courses, and in-house practica are held on the Garden City campus.

Students must complete a series of supervised clinical practica, both at the Hy Weinberg Center for Communication Disorders and in at least two of our outside clinical facilities. Students must earn a grade of B- or better in SPH 660 prior to enrolling in an outside practicum. During their course of study, students are limited to one outside clinical placement during the summer session. All students should expect to do their outside placements during daytime hours. In addition, students will be required to provide full-time availability for at least one of their outside clinical placements during a regular academic semester (fall or spring). Students who plan to complete an internship in a hospital or rehabilitation setting must do their residency at that time. For students whose undergraduate education did not include supervised clinical practice, it may be necessary to enroll in additional clinical practica in order to meet the clock-hour requirements mandated by the American Speech-Language-Hearing Association.

Students pursuing NYS Teacher of Students with Speech and Language Disabilities (TSSLD) Certification or the Bilingual Extension to the TSSLD in addition to NYS license and ASHA Certificate of Clinical Competence (CCC) must consult with the coordinator of TSSLD to develop a program of study.

To be eligible for graduation, master's level students must pass a departmental comprehensive examination. Applications for this examination must be approved by the student's academic adviser during the semester prior to taking the examination. The comprehensive exam is offered two times in an academic year (during the fall and spring semesters). Students planning to graduate in August are eligible to sit for the comprehensive exam in the spring semester immediately preceding graduation. Motivated students can complete a research project in lieu of the written comps.

## **Requirements and Procedures for Admission**

All applicants to the master's degree program in communication disorders must take the Graduate Record Examination (GRE). Students admitted provisionally to the M.S. degree program in Communication Disorders who have not received undergraduate training in communication disorders are required first to complete a minimum of 18 credits in undergraduate prerequisite courses or their equivalent (see below), as approved by the department. Students may not apply more than two times for admission to the master's program in communication disorders. All master's degree students accepted provisionally pending completion of undergraduate prerequisite courses must complete these courses at Adelphi, and receive no more than one C grade (C+, C, C-) in order to matriculate. Prerequisite courses are typically offered at least twice a year on the Garden City campus. Students may take prerequisite courses at other institutions with prior approval of their academic adviser. Upon completion of prerequisite courses, students are



### **Clinical Practicum**

1. If a student earns a grade of C or below of C (C+, C, or C-), the practicum must be repeated, and a grade of B- or better earned. A student may not register for any additional courses until the practicum course is successfully completed (B- or better). A second grade of C (C+, C, or C-) will result in dismissal from the graduate program.
2. If a student earns a grade of F in a practicum course, the student will be dismissed from the graduate program.

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

Fran Redstone, *Ph.D., CCC-SLP*

Additional course work is required for students who want New York State certification as Teachers of Students with Speech and Language Disabilities (TSSLD). Undergraduate transcripts will be reviewed for required liberal arts and



The student will then be given an oral exami-







the home institution, at which at least one-third of his/her credits are completed. The home institution is responsible for providing advisement, maintaining student transcripts, monitoring and processing financial aid requests, and monitoring ASHA certification and New York State licensing requirements. The home institution awards the degree, noting that it was completed in conjunction with the two other universities.

### Prerequisites

Students admitted to the program must have a background sufficient in depth and breadth to achieve the prerequisite knowledge and skills outcomes in the areas of oral and written communication (demonstrated through oral interviews and through written reports), biological sciences, physical sciences, behavioral and social sciences, and mathematics (demonstrated through transcript credit). Students who hold a bachelor's degree in a major area other than communication sciences and disorders will be required to complete pre-requisite coursework under advisement in the following areas prior to admission:

- Speech and Language Development
- Phonetics
- Anatomy and Physiology of the Speech and Hearing Mechanism
- Hearing Science
- Speech and Language Disorders/Speech Language Pathology
- Introduction to Audiology

Students must also complete 25 hours of supervised clinical observation.

### Program of Study

Consistent with the 2007 Standards for the Certificate of Clinical Competence in Audiology (CCC-A) described by ASHA, the program of study for the Au.D. consists of a minimum of 80 post-baccalaureate semester credit-hours of academic course work and a minimum of 12 months' full-time equivalent of supervised clinical practicum in the requisite areas of founda-

tions of practice, prevention and identification, evaluation, and treatment of hearing.

### Course Requirements (Levels 1 and 2)

Students assigned to Adelphi as the home institution take the following required courses in levels one and two.

|                        |  |
|------------------------|--|
| SPH 600                | Speech and Hearing Science   |
| SPH 601                | Amplification Systems I  |
| SPH 603                | Language Disorders of Children I   |
| SPH 604                | Language Development of the Deaf/Hearing Impaired                              |
| SPH 605                | Advanced Aural Rehabilitation  |
| SPH 606                | Advanced Audiology I   |
| SPH 607                | Advanced Audiology II  |
| SPH 609                | Psychoacoustics and Instrumentation ( , , , )                                  |
| SPH 640                | Differential Diagnosis of Auditory Disorders I ( , , , )                       |
| SPH 641                | Differential Diagnosis of Auditory Disorders                                   |
| SPH 642                | Amplification Systems II ( , , , )   |
| SPH 644                | Pediatric Audiology  |
| SPH 670                | Research Methods   |
| SPH 650                | Clinical Practicum in Audiology ( , , , )                                      |
| SPH 651                | Clinical Practicum in Audiology ( , , , )                                      |
| SPH 652, 653           | Clinical Practicum in Audiology ( , , , )                                      |
| SPH 654, 655, 656, 657 | Clinical Practicum in Audiology ( , , , )                                      |
| SPH 658                | Clinical Practicum in Speech-Language Pathology for Audiology Majors ( , , , ) |
| SPH 659                | Clinical Seminar in SLP ( , , , )  |

## Course Requirements (Levels 3 and 4)

### Level 3 (minimum 32 credits)\*

In the third level, students will take a minimum of 30 credits in academic course work, and two one-credit Clinical Externship Seminars.

### Level 4 (minimum 7 credits)\*

In the fourth level, students will prepare for their clinical research project by taking a three-credit Clinical Project Seminar, and will register for a one-credit research seminar each subsequent semester until the project is completed. Students must complete their research proCdR2r4leewheee

## **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;



**130 CURRICULUM AND INSTRUCTION**

EEC 600 Introduction to Special  
Education

**Synthesis Block (20 credits)**

|          |   |
|----------|---|
| ELY 545* | Children's Literature   |
| ELY 625* | Approaches to Teaching Literacy in Childhood Education                |
| EYC 710* | Development of Mathematical Thinking in Young Children                |
| EYC 720* | Science and Technology in Early Childhood Education                   |
| EYC 665  | Artistic & Creative Expression in Young Children                      |
| HED 610* | Health Promotion for Teachers   |
| EYC 801  | Field Experience and Classroom Management for Uncertified EC Teachers |

**Intensives:**

|         |  |
|---------|--|
| EYC 551 | Speech and Language Development  |
| EYC 552 | The English Language Learner Student   |
| EYC 553 | The Gifted Child   |
| EYC 554 | Working with Paraprofessionals in the Classroom                                |
| EYC 555 | Block Building   |
| EYC 556 | Sensory Learning   |
| EYC 557 | Introduction to the Administration and Supervision of Early Childhood Settings |
| EYC 550 | Special Topics   |

**Reflection Block (3 credits)**

|         |  |
|---------|--|
| EYC 821 | Practicum in Early Childhood Settings for Teachers Certified in Other Areas        |
| EYC 822 | Summer Practicum in Early Childhood Settings for Teachers Certified in Other Areas |

**TRACK III: Advanced Certificate**

This track requires a total of 20 credits.

This track has a prerequisite of 6 credits (graduate or undergraduate) in literacy AND a 3-credit childhood development graduate course.

**Exploration and Synthesis Block (17 credits)**

|         |   |
|---------|---|
| EYC 650 | Facing History: Roots of Early Childhood Education and Foundations for Practice |
| EYC 655 | Children's Play: A Source of Development and Learning                           |
| EYC 660 | Assessment, Observation and Learning  |

**The M.A. in  
Childhood Education  
(Precertification Program)  
and**



1. The following are the names of the states in the United States: Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.



major in content area. Candidates with major must have a 3.0 GPA in major. The department of curriculum and instruction does not waive the student teaching requirement.

Candidates 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.

*[Faint, illegible text]*

## **Overview of the Program**

**(34–37 credits)**

*[Faint, illegible text]*



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

*[Faint, illegible text]*

**Overview of the Program  
(34–37 credits)**

*[Faint, illegible text]*

**Fall, Year 1 (12 credits)**  
EAR 525      Establishing the Role of  
                  Arts in Education: The

der, race, class, and ability in P–12 school-age children. Both programs are committed to preparing teachers and related support professionals to meet the needs and demands of diverse communities.

### **TESOL Programs**

As an integral part of the Ruth S. Ammon School of Education we systematically reflected upon and co-constructed our values to which we will hold our degree candidates. We believe in preparing educators who recognize and promote the following six Core Values of our Conceptual Framework: Scholarship, Reflection, Social Responsibility, Inclusive Community, Wellness, and Creativity. These values are best described through the teaching objectives we established for our candidates.

Candidates for a Masters in TESOL are required to develop and maintain a standards-based portfolio throughout their program of study to assess the candidate's proficiency in meeting the TESOL standards and demonstrate how they apply these national standards to the Ruth S. Ammon School of Education's core values.

The M.A. in TESOL (Teaching English to

**Spring, Year 1: Language (Middle Level)**

|         |  |
|---------|--|
| EBE 611 | Methods of Teaching Literacy and Native Language Arts in the Bilingual Classroom |
| EBE 630 | Structure of English: Pedagogical Grammar for TESOL                              |
| EBE 720 | Assessment Considerations for ESL and Bilingual Populations                      |
| EBE 721 | Theories of Second Language Acquisition: Socio-Cultural Considerations           |

**Fall, Year 2: Pedagogy**

|          |  |
|----------|--|
| EBE 602* | TESOL II: Developing Literacy & Technology Skills in Content Areas |
| EEC 710* | Classroom Management   |
| EEC 711* | Managing Inclusive Environments                                    |

\* Prerequisite: EBE 602

|         |                             |
|---------|-----------------------------|
| HED 610 | Health Promotion (1 credit) |
|---------|-----------------------------|

**Spring, Year 2: Performance (9 credits)**

|         |                           |
|---------|---------------------------|
| EBE 825 | Master's Seminar in TESOL |
| EBE 820 | TESOL Student Teaching    |

**M.A. in TESOL (ESL):  
Non-Certification Track  
(36 credits)**





- EBE 611      Methods of Teaching Literacy  
                 and Native Language Arts in  
                 the Bilingual Classroom
- EBE 620      Linguistics for Teachers:  
                 Psycho-Structural  
                 Considerations
- EBE 720      Assessment Considerations  
                 for ESL and Bilingual

# **Educational Leadership and Technology Programs**

Devin Thornburg, *et al.*, *et al.*

The Educational Leadership and Technology



## Requirements for All Majors in Literacy:

### Birth through Grade 12 (42 credits):

#### 1. 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<br>( Prerequisite: ELY 600 and ELY 602 or ELY 603)  |
| ELY 751* | Assessing and Addressing Literacy Needs II<br>( Prerequisite: ELY 750)  |
| ELY 753  | Practicum in Literacy I<br>( Prerequisite: ELY 751)   |
| ELY 754  | Practicum in Literacy II<br>( Prerequisite: ELY 753 prior to registration for this course)  |
| ELY 800  | Organizing, Supervising and Reforming Literacy Programs   |
| ELY 810  | Literacy and Research: Inquiry II<br>(Candidates must have completed a minimum of 24 credits prior to registering for this course.) |

\* Prerequisite: ELY 600 and ELY 602 or ELY 603

#### 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

### Birth through 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<br>( Prerequisite: ELY 600 and 602)  |
| ELY 751* | Assessing and Addressing Literacy Needs II<br>( Prerequisite: ELY 750)   |
| ELY 753  | Practicum in Literacy I<br>( Prerequisite: ELY 751)  |
| ELY 754  | Practicum in Literacy II<br>( Prerequisite: ELY 753)   |
| ELY 800  | Organizing, Supervising and Reforming Literacy Programs  |
| ELY 810  | Literacy and Research: Inquiry II<br>(Students must have completed a minimum of 24 credits prior to registration for this course.) |

\* Prerequisite: ELY 600 and ELY 602 or ELY 603

#### 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<br>( Prerequisite: 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 registering for this course.)

\* See the Graduate Catalog for details.

**2. Directed Electives (6 credits)**

- ELY 521 Literature for Young Adults
- ELY 653 Language, Literacy and Culture

**3. Free Electives (6 credits)**

Under Advisement

**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, candidates 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.

**The M.S. in Childhood Special Education**

Anne Mungai, Director

Recent New York State regulations require that candidates 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 candidates who already hold initial (provisional) certification in childhood (elementary) education. For candidates 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 with a teaching



**Special education subtotal: 33 credits**

**Other Required Courses**

- ECH 700 Social Studies and Critical Literacy in Childhood Education
- ELY 625 Approaches to Teaching Literacy in Childhood Education
- ELY 630 Literacy for the Exceptional Child (co-requisite with ELY 625)
- HED 610 Health Promotion for Teachers (co-requisite)

**Other required courses subtotal: 10 credits**

**Student Teaching/Reflective Practice**

- EEC 820 Student Teaching in Special Education and Childhood Education in Inclusive Settings and Seminar (co-requisite)

**Total credits required: 49-55**

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

Anne Mungai, *coordinator*

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

*(This section contains faint, illegible text, likely bleed-through from the reverse side of the page.)*





4. **Advanced Certificate in Early Childhood Special Education, Birth through Grade 2:** This program leads to certification in early childhood special education; it does not provide a degree. The program is intended for candidates who already hold certification in early childhood, have a master's degree (needed for professional or permanent certification) and are seeking additional training and certification.

#### **Required Course Work:**

#### **I. Early Childhood Education (EYC) Foundations (18 credits)**

Candidates should meet with the program director for recommended course sequences, fieldwork, and other program requirements.

#### **1. Master of Science in Early Childhood Special Education (Dual Certification—Preservice)**

This program leads to certification in both early childhood and early childhood special education, birth through grade 2. It is intended for candidates who do not hold certification in either of the stated areas.





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|          |  |
|----------|--|
| EYC 557  | Introduction to the Administration and Supervision of Early Childhood Settings ( , , , ) |
| ECS 810  | Special Topics in Early Childhood Special Education                                      |
| ECS 820* | Supplemental Supervised Early Childhood Special Education Field Experience and Seminar   |
| SPH 521  | Beginning Sign Language  |

**3. Master of Science in Early Childhood Special Education (Single Certification—In-Service), Birth through Grade 2**

This program leads to certification in early childhood special education. It is intended for candidates who already hold certification in early childhood education.

**Rr**

|          |   |
|----------|---|
| EYC 550  | Special Topics in Early<br>Childhood Education ( , , , )  |
| EYC 552  | The English Language<br>Learner Student   |
| EYC 553  | The Gifted Child ( , , , )  |
| EYC 554  | Working with<br>Paraprofessionals in the<br>Classroom ( , , , )                                   |
| EYC 555  | Block Building ( , , , )  |
| EYC 556  | Sensory Learning ( , , , )  |
| EYC 557  | Introduction to the<br>Administration and<br>Supervision of Early<br>Childhood Settings ( , , , ) |
| ECS 810  | Special Topics in Early<br>Childhood Special Education  |
| ECS 820* | Supplemental Supervised<br>Early Childhood Special<br>Education Field Experience<br>and Seminar   |
| SPH 521  | Beginning Sign Language   |

#### **4. Advanced Certificate in Early Childhood Special Education, Birth through Grade 2**

This program leads to certification in early childhood special education; it does not provide a degree. The program is intended for candi



## Graduate Alternative Teacher Education (GATE) Program in Health (37–52 credits)

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

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

### Required Courses (28–34 credits)

|         |   |
|---------|---|
| HED 602 | Research and Technology in Health Education     |
| HED 603 | Mind/Body Dimensions in Health                  |
| HED 607 | Health Promotion for Children and Adolescents   |
| HED 621 | Teaching Human Sexuality<br>( ... .. HED 604)   |
| HED 627 | School Health Program and Policies              |
| HED 650 | Health and Cultural Diversity                   |
| HED 701 | Substance Abuse Prevention<br>( ... .. HED 501) |
| HED 702 |   |

**The M.A. in Health Education**  
**(minimum 36 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                      |

**Advanced Certificate Program in  
Community Health Education  
(19–28 credits)**

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

**Entrance Requirements**

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

**Required Courses (19 credits)**

|         |   |
|---------|---|
| HED 605 | Issues in Community Health                              |
| HED 650 | Health and Cultural Diversity                           |
| HED 654 | Mass Communication 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      |

**Elective Courses (9 credits)**

Pertinent to the area of community health education.

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

**The M.A. in Physical Education  
(33–36 credits)**

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

**Required Courses (18 credits)**

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

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

|         |   |
|---------|---|
| PED 500 | Organization and Principles of Coaching     |
| PED 501 | Scientific Foundations of Physical Activity |
| PED 502 | Care and Prevention/Injuries                |
| PED 509 | Health-Related Fitness Education            |
| PED 550 | Special Workshop—Adapted                    |
| PED 550 | Special Workshop—Exercise Science           |
| PED 550 | Special Workshop—Teaching                   |
| PED 550 | Special Workshop—Sports Management          |
| PED 550 | Leadership Development ( ... )              |
| PED 620 | Clinical Aspects of Work Physiology         |

|         |  |
|---------|--|
| PED 621 | Lab Investigations in Work<br>Physiology                   |
| PED 623 | Adult Fitness Programming                                  |
| PED 624 | Nutrition and Physical<br>Activity                         |
| PED 625 | Medical Aspects of Sport                                   |
| PED 626 | Theory of Exercise<br>Prescription                         |
| PED 628 | Cardiac Rehabilitation                                     |
| PED 630 | Psychology of Sport  |
| PED 632 | Sports Management  |
| PED 636 | Athletic Administration                                    |
| PED 637 | Organization and Administra-<br>tion in Physical Education |
| PED 638 | Sport in American Culture                                  |
| PED 639 | Sports Law   |
| PED 641 | Social Foundations in<br>Physical Education                |
| PED 643 | Movement Experience for the<br>Elementary School Child     |
| PED 652 | Curriculum Analysis  |
| PED 658 |  |



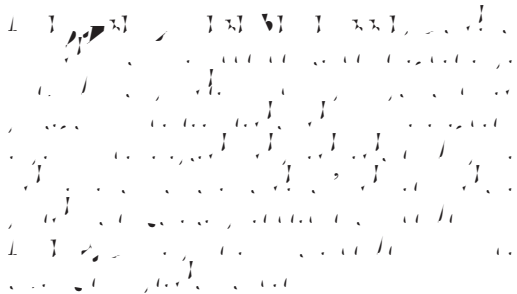
|         |   |
|---------|---|
| PED 641 | Social Foundations in Physical Education            |
| PED 643 | Movement Experience for the Elementary School Child |
| PED 650 | Research & Design of Experiments                    |
| PED 652 | Curriculum Analysis                                 |
| PED 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  
(18-24 credits including PED 656,  
add literacy and language course)**

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

**Special 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.

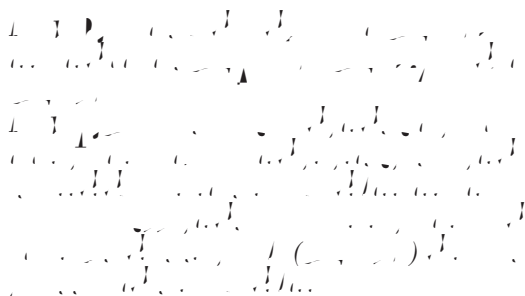


**Specializations**

**Adapted Physical Education  
(36 credits)**

**Program Description**

The department offers a course of study leading to an M.A degree in physical education with



**Required Adapted Physical Education Specialization (18 credits)**

|         |   |
|---------|---|
| PED 670 | Physical Education: PDD, Intellectual and Learning Disabilities   |
| PED 671 | Physical Education for the Exceptional Child ( )  |
| PED 673 | Evaluation: Special Populations   |
| PED 676 | Physical Education for Students with Physical Challenges  |
| PED 680 | Advanced Topics in Physical Education: <ul style="list-style-type: none"> <li>• Infant and Early Childhood Physical Education</li> <li>• Physical Education: Sensory Impairment</li> <li>• Motor Development: Normal and Abnormal</li> <li>• Infant and Early Childhood Adapted Physical Education</li> </ul> |
| PED 792 | Internship in Adapted Physical Education Capstone ( )   |
| PED 794 | Fieldwork in Adapted Physical Education   |

**Electives (6 credits)**

|         |                                       |
|---------|---------------------------------------|
| EDU 705 | Team Collaboration                    |
| EDU xxx | Approved Courses in Special Education |
| PED 643 | Movement Experience Elementary School |
| PED 680 | Camp ABILITIES ( )                    |
| PED 680 | Health Related Fitness Education      |
| SPE 521 | Sign Language                         |

**Exercise Physiology (36 credits)**

Optional emphasis in adult fitness/cardiac rehabilitation, research, or sports medicine. ( )

**Prerequisites (6 credits)**

|         |                        |
|---------|------------------------|
| PED 461 | Kinesiology            |
| PED 463 | Physiology of Exercise |

**Core (15 credits)**

|         |  |
|---------|--|
| PED 618 | Advanced Exercise Physiology I             |
| PED 619 | Advanced Exercise Physiology II            |
| PED 620 | Clinical Aspects of Work Physiology        |
| PED 650 | Research and Design of Experiments         |
| PED 658 | Neuromuscular Aspects of Human Performance |

**Emphasis (9–15 credits)**

|         |   |
|---------|---|
| PED 550 | Workshops in Physical Education             |
| PED 621 | Laboratory Investigation in Work Physiology |
| PED 623 | Adult Fitness Programming                   |
| PED 624 | Nutrition and Physical Activity             |
| PED 626 | Theories of Exercise Prescription           |
| PED 628 | Cardiac Rehabilitation                      |

**Electives (3–9 credits)**

( )



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# **Requirements for Retention in, and Completion of, Degree Programs in the Ammon School of Education**

The performance of degree candidates within

## **Readmission Policy**

Students who suspend enrollment for one



http://www.nysed.gov/tcert/homepage.htm.

### **Academic Advisement**

Mary Botta



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## COURSES OF INSTRUCTION

### AMMON SCHOOL OF EDUCATION, DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

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#### SPEECH-LANGUAGE PATHOLOGY

##### **SPD 521, 522, 523 Beginning/Intermediate/ Advanced Sign Language**

Emphasis is on the development and expansion of receptive and expressive American Sign Language skills and finger spelling. Deaf culture issues will be emphasized. Placement in the course, other than the beginning, will depend on satisfying completion of the previous course or permission of the instructor.

##### **SPH 561 Speech-Language Pathology in a School Setting**

Focuses on the varied roles of the speech-language pathologist/teacher of student with speech and language disabilities in a school setting. Course content will include an overview of the educational system, models of education (e.g., charter schools, BOCES), federal special education legislation, and New York State standards of learning, characteristics of learners with disabilities, models of service delivery (e.g., inclusion, push-in, pull-out), collaboration, screening/testing, IEP and curricula development, current issues and classroom management.

##### **SPH 600 Speech and Hearing Science**

An overview of speech production and perception. Specific

**SPH 613 Advanced Anatomy, Physiology, and Neurology of the Speech Mechanism**

Detailed study of the anatomy and physiology of the peripheral speech mechanism; the relationship between vocal tract dynamics and the acoustic product is explored; practical laboratory experience with acoustic and physiologic instrumentation systems and common clinical measurement techniques is provided; use of clinical instrumentation for initial and ongoing evaluation and for monitoring the efficiency of medico-surgical and behavioral intervention is stressed.

**SPH 620 Fluency Disorders**

Study of theoretical issues; current research; the developmental processes of normal fluency; development and symptomatology of stuttering, cluttering and other related pathologies; the relationship between speech/language competency and fluency; and evaluation procedures and therapeutic approaches for preschool, school-age, and adult populations.

**SPH 624 Acquired Language Disorders**

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

**SPH 630 Voice Disorders**

A review of normal ventilatory, laryngeal and supralaryngeal function for voice production; an overview of clinical voice disorders, their classification, diagnosis and management; an opportunity to obtain and interpret objective clinical measure of phonatory function using acoustic and physiologic measurement systems is provided; a review of assistive technology available for laryngectomees.

**SPH 634 Diagnostic Procedures in Speech-Language Pathology**

Survey of the representative diagnostic approaches for the various speech and language pathologies. Emphasis will be on developing and understanding of the rationale of different assessment approaches, as well as acquainting students with diagnostic process, including report writing, interviewing, and administration and interpretation of assessment results. Normal developmental processes serve as foundation for differential diagnosis of speech-language disorders. Impact of culture, ethnicity, and socioeconomic diversity will be discussed.

**SPH 636 Dysphagia Evaluation and Management**

This course will cover disorders of swallowing across the life span with emphasis on the adult population. The role of the Speech-Language Pathologist as part of the medical rehab team is considered. The course also reviews the dynamics of normal and disordered swallowing. Emphasis is placed on the technology necessary for the evaluation and treatment of dysphasia.

**SPH 638 Language Disorders in Children II**

A description and discussion of a range of developmental disorders in school-age children and adolescents. Specifically, language-learning disabilities and literacy issues are discussed in relation to normal developmental issues. Language assessment techniques, including authentic assessment, and remediation strategies are discussed in the





**SPH 821 Genetics of the Auditory System**

This course explores principles of embryologic development of the hearing system, including genetic mutation and identification, and cytogenetic and cochlear lab tests. Etiology of various genetically based hearing disorders is discussed with reference to the incidence and symptomatology of each disorder. Students will become familiar with the role of the audiologist in medical management strategies, including diagnosis, prognosis, genetic counseling, and referral procedures.

**SPH 822 Middle and Late Auditory Evoked Potentials**

This course will provide an anatomic framework for understanding the theoretical concepts underlying electrophysiological assessment using middle latency auditory-evoked potentials and cortical event-related potentials. Issues such as neural origins, subject and state variables, recording/stimulus considerations and description of responses will be discussed to provide sufficient knowledge for the clinical interpretation of these test procedures.

**SPH 823 Current Issues in Vestibular Assessment and Rehabilitation**

Advancements in the evaluation of balance function including VNG, video-oculography, computerized dynamic posturography, autorotation tests and dynamic visual acuity are explored. Use of instrumentation in the identification of vestibular and central balance disorders will be compared and contrasted. Programs and protocols for vestibular rehabilitation, including use of the Epley and Semont maneuvers, will be detailed.

**SPH 824 Central Auditory Processing**

This course will describe the anatomical and neurophysiological aspects of auditory processing. The course will discuss the nature and causes of auditory processing disorders, including their symptomatology, assessment, treatment, clinical management and referrals. The impact of auditory processing disorders on language and learning will be discussed and recommendations for maintaining treatment efficacy data will be presented.

**SPH 825 Hearing Aid Technology and Dispensing/Professional Practices**

This course addresses recent developments in hearing aid technology and the factors that determine hearing aid candidacy. The importance of binaural amplification and the rationales for selecting and verifying the electroacoustic characteristics of hearing aids for children and adults will be reviewed. Outcome measures for assessing patient hearing-aid satisfaction will be covered. Current cochlear implant technology, the medical advances related to the use of cochlear implants, and the status of implantable hearing aids will be discussed. Recent developments in the management of tinnitus will be reviewed.

**SPH 826 Cochlear Implants**

This course is designed to give students an understanding of the medical, surgical, engineering, and audiological aspects of cochlear implants, including speech processor programming, and the (re)habilitative programs and strategies used with infant, child, and adult implant recipients.

**SPH 827 Leadership and Supervision of Clinical Audiology Programs**

The purpose of the course is to explore styles of leadership and its relationship to supervision of personnel and design and implementation of clinical programs.

**SPH 843 Clinical Externship and Seminar**

This course will accompany the off site clinical placements and review current literature, case studies. Grand round presentations by students will be conducted.

**SPH 829 Clinical Research Project Seminar**

This seminar is designed to assist the Level 4 Au.D. student in formulating, developing, and executing a clinical research project. Concepts of research design such as descriptive versus experimental approaches, statistical tests of significance, and ethical conduct will be reviewed. Topics for individual projects will be proposed and discussed in seminar fashion. Students may also register for this course as a one-credit seminar, which will provide them with additional guidance for carrying the clinical research project to conclusion. Continuous matriculation in this class is required until the research project is completed.

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**AUDIOLOGY****SPH 833 Classroom Amplification and ALDs**

Assistive devices including auditory training units will be studied in detail. Issues concerning new technology will be explored and how such technology is utilized in the classroom will be discussed.

**SPH 834 Professional Business Practices in Audiology**

The course examines the planning and execution of a comprehensive, quality, and cost-effective audiology program in medical rehabilitation and private practice settings. It will explore various service delivery models, the organization and marketing of the business, and the various aspects of quality improvement, jurisprudence, professional ethics, professional development, and fiscal management.

**SPH 835 Early Intervention for Hearing Loss in Infants**

This course will cover the elements needed to ensure early identification and management of hearing loss in infants. The course will begin with an overview of the issues including the purpose and rationale for early detection and intervention. Included in this discussion will be an analysis of factors that led to the transition from risk-based to universal screening, including a discussion of landmark position statements and legislation. Procedures for early identification, including neonatal hearing screening and implementation of effective follow-up procedures will be described. The appropriate diagnostic tests to confirm hearing loss in identified infants between 0 and 6 months of age will also be covered.







**COURSES OF INSTRUCTION**

**AMMON SCHOOL OF  
EDUCATION,  
DEPARTMENT OF  
CURRICULUM AND  
INSTRUCTION**

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**ADOL**



**EAR 501 Exploring the Arts: Visual Arts**

This course is designed to familiarize prospective teachers with the infinite possibilities of understanding through sensory exploration in their own lives and in the classroom. Course participants will engage in firsthand sensory-based exploration of various materials, which can stimulate artistic expression, idea formation, and meaning-making in students. Ongoing dialogues, readings, discussion, and written work will augment studio work. While broadening future teachers' understandings about education in general, this course will enable teachers of all disciplines to move beyond conventional notions about schooling and engage their classrooms as exciting, exploratory arenas of natural learning. No prior artistic background is necessary.

**EAR 502 Exploring the Arts: Fiction and Film, the Immigrant Experience**

Students will survey a range of works exploring the immigrant experience in the United States. A cultural studies framework will structure the study of literature, and students will explore classroom implications for reading such literature with students, especially second language learners.

**EAR 503 Exploring the Arts: Speech and Drama**

Too often poetry is overanalyzed, drained of its music and reduced to a painful exercise best avoided. This course presents an elemental exploration of the sounds and rhythms of language, with the goal of unlocking the gestures and enlivening qualities of the spoken word. Activities include oral

collection and analysis, as well as to reflect upon the research process and their philosophy of artistry and teaching. As a culminating activity, students will present their project in a public forum to the Adelphi community and/or school community in a gallery exhibition. In this course, candidates also complete the second phase of their program portfolio, necessary for entry into student teaching.

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## **BILINGUAL EDUCATION AND TESOL (0804-EBE COURSES)**

### **EBE 600 Foundations of Bilingual**

**178 CURRICULUM AND INSTRUCTION COURSES**

**EBE 820 Student Teaching in TESOL**

This course provides the capstone experience in the TESOL program and comes in the final semester after

will take place in those settings for which the candidate holds Permanent/Professional certification. The supervising university bilingual education educator will observe the candidate and teach a reflective 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 and the content areas in the student's primary and second language. 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 Ruth S. Ammon School of Education Web site <http://education>.

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**180 CURRICULUM AND INSTRUCTION COURSES**

**ECH 652 Paradigms of Knowing**

This course examines the intimate relationship between knowledge and education. Every conception of teaching and education is founded upon a paradigm of knowledge. This





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**CHILDHOOD SPECIAL EDUCATION  
(0810-EEC COURSES)****EEC 560 Managing Inclusive  
Environments, 7–12**

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**

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)**

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**

The course provides hands-on experience using technology designed for students with and without special needs. Current

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 Populations: Gifted and Bilingual Children**

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**184 CURRICULUM AND INSTRUCTION COURSES**

**EEC 860 Summer Student Teaching I**

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**EYC 650 Facing History: Roots of Early Childhood Education**

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 Source Of Development and Learning**

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**

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**

This course will examine artistic and creative expression from infancy through childhood with an emphasis on how art education can support, enrich, and nurture cognitive, emotional, and social development and enhance general educa-

**186 CURRICULUM AND INSTRUCTION COURSES**

**EYC 822 Summer Practicum in  
Early Childhood Education (for Teachers  
C**

**ECS 710 Inclusive Curriculum, Methods, and Teaming in Infancy and Early Childhood**

Task analysis and systematic instruction in individualization. Adapting, modifying and evaluating curricula and methods. Motivational strategies to reduce inclusion barriers within developmental settings. Transdisciplinary collaboration using a team approach. Emphasis on supporting all young children (birth–7) toward mastery of normal developmental sequences.

**ECS 720 Positive Behavioral Support and Applied Behavioral Analysis: Self, Individual, and Group Management in Early Childhood in the Context of Early Emotional and Social Development**

Introduction to principles and practices of applied behavioral analysis and positive behavioral support for infants and young children. Designing, implementing, and evaluating individualized behavioral programs; documentation for autism spectrum disorders. Consideration of multiple theoretical approaches, models, and facilitation strategies in providing emotional and social support.

**ECS 800 Masters Seminar: Early Childhood Special Education: Authentic Research and Advocacy**

Scientific inquiry and advocacy in ECSE. Analysis of current local, state, national, and international issues. Professional literature reviews, critiques, and analysis of research. Strategies for action research in infant and early childhood settings. Grant writing skills for teachers. Advocacy for young children with disabilities and their families.

**ECS 820 Supplemental Supervised Early Childhood Special Education Field Experience**

Elective opportunity for qualified students to participate in additional eight-week supervised fieldwork in another infant or early childhood setting, or with an additional early childhood age-range or population, beyond that which they have previously received experience.

**ECS 830 Summer Supplemental Supervised Early Childhood Special Education Field Experience**













**HED 605 Issues in Community Health**

An analysis of characteristics and developments in the

## PHYSICAL EDUCATION

### **PED 500 Organization and Principles of Coaching**

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**

Kinesiological and physiological applications to physical activity and physiological foundations.

### **PED 502 Care and Prevention of Injuries**

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**

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**

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 525 Curriculum and Methods in Physical Education**

**PED 626 T**

**PED 670 Physical Education: PDD, Intellectual and Learning Disabilities**

A review of characteristics and needs of students with pervasive developmental disorder (PDD), intellectual, and learning disabilities specifically related to physical education and sport. Application of techniques, strategies, and methods of teaching based on individual needs discussed.

**PED 671 Physical Education for the Exceptional Child**

An understanding of the general characteristics and needs of students with disabilities for physical, emotional, and social adjustment. Overview of federal and state legislation, techniques and strategies for teaching.

**PED 673 Evaluation: Special Populations**

Techniques and methods of assessment specific to children with disabilities in physical education. Organization and analysis of data, writing a comprehensive report, and effective communication with physicians and therapists are addressed.

**PED 676 Physical Education for Students with Physical Challenges**

A comprehensive survey of the most recent teaching techniques and intervention strategies related to physically disabling conditions, as well as training strategies underlying compensatory activities for physically disabled students throughout the life span.

**PED 680 Advanced Topics in Physical Education**

A series of seminars involving intensive literature review and discussion in an area related to: adapted physical education, motor learning, fitness education, medical aspects of sport, exercise physiology, and sport management.

**PED 791 Independent Study**

Comprehensive investigation of an area of special interest.

**PED 792 Internship**

Supervised field experience.

**PED 793 Thesis Research**

**PED 794 Field Work in Adapted Physical Education**

Practical application of theoretical principles to the physical education environment. Supervised field experiences with a variety of disabling conditions in the school and community



VIII



SCHOOL OF  
NURSING

# School of Nursing

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Margaret Silver, Ph.D.  
Jane White, Ph.D.

Patrick Coonan  
Jane White  
Judith Ackerhalt  
Veronica Arikian  
Christine Coughlin  
Judith Forker  
Erica Kathryn  
David Keepnews  
Marilyn Klainberg  
Marybeth Ryan  
Arlene Trolman  
Joan Valas

Yvonne Gray  
Roberta Marpet  
K.C. Rondello

Elizabeth Cohn  
Xiomei Cong  
Diane Dembicki  
Bonnie M. Ewing  
Maryann Forbes  
Sue Greenfield  
Mary Hickey  
Myrtle-Denise Pollard  
William Daniel Roberts  
Lorraine Sanders  
Margaret Silver

Deborah Ambrosio-  
Mawhirter  
Stefni Bogard  
Jacqueline Brandwein  
Robert Kerner  
Teresa Masitti

Lucy Alexander  
Father Joseph D'Angelo  
Jean Winter

## Professional Philosophy

The mission of the master's program in nursing at Adelphi University is to facilitate the student's transition into advanced practice nursing roles, specifically the roles of nurse educator, nurse practitioner and nursing administrator;(ing )-1(roles, )

independence, personal development, professional accountability, and continuous learning.

The program is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington, D.C. 20036-1120, (202) 887-6791.

The School holds membership in the Council of Baccalaureate and Higher Degree programs of the National League for Nursing, the American Association of Colleges of Nursing, and the National Organization of Nurse Practitioner Faculties.

## Programs of Study

### A. Doctor of Philosophy in Nursing (Ph.D.)

#### B. Master of Science (M.S.)

1. Adult Health Nurse Practitioner
2. Emergency Nursing and Emergency Management
3. Nursing Administration
4. Nursing Education

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

#### D. Post-Master's Certificate

1. Adult Health Nurse Practitioner
2. Emergency Nursing/Emergency Management
3. Nursing Administration
4. Nursing Education

## 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.

## Master of Science Adult Health Nursing (42 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

**200 SCHOOL OF NURSING**

- NUR 702 Health Issues, Policy and Politics  
in Nursing
- NUR 753 Capstone Project Development  
and Presentation

**Specialty Core Courses (15 credits)**

- NUR 738 Clinical Decision Making for  
Advanced Practice
- NUR 761 Advanced Practice Roles and  
Functions ( , , , , )
- NUR 762 Advanced Pathophysiology
- NUR 763 Clinical Pharmacology
- NUR 764 Advanced Health Assessment  
( , , , , )

**Specialty Courses (15 credits)**

- NUR 633 Adult Health Nursing I: Theory  
and Clinical ( , , , , )
- NUR 638 Adult Health Nursing II: Theory  
and Clinical ( , , , , )
- NUR 640 Summer Clinical Practicum  
( , , , , )
- NUR 653 Adult Health Nursing III: Theory  
and Clinical
- NUR 742 Adult Health IV: Theory and  
Clinical

**Master of Science Emergency  
Nursing/Emergency  
Management (39 credits)**

The emergency nursing/emergency management program is a 39-credit master's degree

**Elective Courses in Emergency  
Management**

|         |  |
|---------|--|
| EMG 503 | Health Management in Times of<br>Disaster    |
| EMG 510 | Disaster Planning and<br>Coordination        |
| EMG 530 | Continuity and Planning During<br>a Disaster |

**Master of Science Nursing  
Administration (39 credits)**

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

## Program Plan\*

The Master of Science (M.S.) in nursing education is a 39 credit specialty program with credit allocation as follows: 12 credits in core courses (required in all master's level nursing degree programs); 5 credits in specialty core courses; 16 credits in specialty course content; and 6 credits of professional cognates, which allow students to take courses of interest in specialty-related areas within the School of Nursing and other schools in the University.

### Required Courses (12 credits)

|         |  |
|---------|--|
| NUR 609 | Seminar in Information Literacy, Technology and Project Management |
| NUR 650 | Seminar in Nursing Research: Conduct and Utilization               |
| NUR 702 | Issues, Policy and Politics in Nursing                             |
| NUR 753 | Capstone Project Development and Presentation                      |

### Specialty Core Courses (5 credits)

|         |                                |
|---------|--------------------------------|
| NUR 605 | Seminar in Clinical Leadership |
| NUR 665 | Legal Issues ( )               |
| NUR 666 | Ethical Issues ( )             |

### Specialty Courses (16 credits)

|         |   |
|---------|---|
| NUR 679 | Curriculum Development, Implementation and Evaluation |
| NUR 789 | Educational Theories and Application to Learning      |
| NUR 791 | Instructional Design in Nursing Education             |
| NUR 792 | Assessment and Measurement in Teaching                |
| NUR 793 | Seminar and Practicum in Nursing Education ( )        |

\* See the University Catalog for a complete list of courses and their descriptions.

## Professional Cognate Courses (6 credits)

Students choose six credits of graduate-level courses in specialty-related areas within the School of Nursing and other Schools in the University.

## Joint M.S./M.B.A. Degree Program (75 credits)

Nurse administrators are 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

|         |   |
|---------|---|
| NUR 702 | Health Issues, Policy and Politics in Nursing |
| NUR 753 | Capstone Project Development and Presentation |

### Specialty Courses (12 credits)

|         |  |
|---------|--|
| NUR 604 | Small Group Phenomena                                |
| NUR 605 | Seminar in Clinical Leadership                       |
| NUR 664 | Collective Bargaining ( , , , )                      |
| NUR 665 | Legal Issues ( , , , )                               |
| NUR 666 | Ethical Issues ( , , , )                             |
| NUR 768 | Seminar in Processes of Evaluation for Nurse Leaders |

### Functional Focus Course (6 credits)

|         |   |
|---------|---|
| NUR 770 | Seminar and Practicum in Nursing Administration |
|---------|---|

### Business Administration Requirements (45 credits)

|         |   |
|---------|---|
| ACC 500 | Financial Accounting                                    |
| ACC 600 | Accounting for Managerial Analysis                      |
| BUS 689 | Persuasive Communication and Negotiation                |
| ECA 520 | Macroeconomics  |
| ECA 521 | Microeconomics  |
| FIN 630 | Corporate Finance                                       |
| FIN 734 | Building Shareholder Value through Competitive Analysis |
| HHM 772 | Organizational Systems Delivery of Health Care          |
| HHM 776 | Hospital and Healthcare Finance                         |
| HRM 765 | Developing World Class Human Resources                  |
| MGT 561 | Management Theory and Organizational Behavior           |
| MKT 580 | Marketing Management                                    |
| OPR 507 | Mathematics for Managers                                |
| OPR 573 | Management Information Systems                          |
| OPR 638 | Best Practices Production and Total Quality Management  |

## Post-Master's Certificate Programs

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

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

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

## Post-Master's Certificate Adult Health Nurse Practitioner (28–30 credits)

### Specialty Core Courses (15 credits)

|         |   |
|---------|---|
| NUR 738 | Clinical Decision Making for Advanced Practice  |
| NUR 761 | Advanced Practice Roles and Functions ( , , , ) |
| NUR 762 | Advanced Pathophysiology                        |
| NUR 763 | Clinical Pharmacology                           |
| NUR 764 | Advanced Health Assessment ( , , , )            |

**Specialty**



**Specialty Courses (16 credits)**

|         |  |
|---------|--|
| NUR 679 | Curriculum Development, Implementation and Evaluation  |
| NUR 789 | Educational Theories and Application to Learning       |
| NUR 791 | Instructional Design in Nursing Education              |
| NUR 792 | Assessment and Measurement in Teaching                 |
| NUR 793 | Seminar and Practicum in Nursing Education ( , , , , ) |

**Doctor of Philosophy (Ph.D.)  
Nursing (54-credit minimum)**

The doctoral program in nursing is designed to prepare expert nurse-scholars who will advance the development of knowledge for the discipline; contribute to the science of nursing; advance healthcare through teaching, research, and leadership; and improve the health of society. Students will be exposed to a breadth of ideas, information, and theories, and discuss and debate opposing ideas. The program is grounded in philosophical and foundational core nursing knowledge as well as knowledge of research methodologies and methods. The student's focus of substantive inquiry provides the context for the application of foundational knowledge. A nurse-educator role sequence examines content and provides a precepted experience with a goal that students assume roles in education following graduation.

This 54-credit (minimum) program leads to the Ph.D. degree in nursing. An M.S. in nursing is required for entry. The program offers strong cores in both nursing science and research. Two graduate level statistics courses are required. In addition, a concentration of nursing education courses is offered to prepare not only nurse scientists, but also those who will assume roles as faculty members in schools of nursing. Students also select graduate level cognate courses, which support the dissertation topic or its methods,

and are usually taken in schools or departments other than nursing.

A seminar format is used for most nursing courses. Inherent in this decision is the faculty's belief that nursing education fosters collegiality, collaboration, leadership, and professional growth. To that end, the faculty will facilitate learning by inviting the review and critique of selected topics and readings. Students also select readings appropriate to the topic for seminar discussion. Within a supportive environment, students are encouraged to challenge and debate ideas and to work toward extending each other's thinking. Thus, the responsibility for learning rests with the student and his or her commitment to scholarship and the advancement of the science of nursing.

Following completion of 48 credits of course work, students must successfully complete a comprehensive examination to be admitted to candidacy and begin work on the required dissertation. The dissertation guidance process follows the formal defense of the student's research proposal.

Planning for the student's dissertation begins early in the program through courses designed to assist with this research process. The dissertation requires two semesters of work, six credits of dissertation advisement, at a minimum. The successful oral defense of the dissertation is the last step in the program before graduation.

The program may be taken on a full-time (9 to 12 credits per semester) or part-time basis. Most courses are offered on one day a week. Students are admitted only in the fall semester and proceed through the program in cohorts. Procedures for the program, progression, oral

**Program Plan\* (54-credit  
minimum required)**

**Nursing Science/Core/Foundation  
(15 credits)**

NUR 803 Philosophical Foundations of  
Nursing Science

NUR 804

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

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

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

In addition to the general requirements, i 10 61 561.1 TmF0052-BDC 10 0 0 10 49 501.1 Tm(R)TjEMC (eq

Admission requirements are not weighted. All requirements must be fulfilled and the applicant's dossier complete before interviews are scheduled with faculty members. Following interviews, the admission committee determines each applicant's admission to the program. Financial aid for tuition is available in the form of the new Federal Faculty Loan Program and Graduate Assistantships.

## **General Information for Nursing Students**

### **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 also available at the Reserve Desk in the Swirbul Library.

### **Leave of Absence**

In every spring or fall semester in which students do not register for a course, they must request a leave of absence in writing. The stu-

dent must then formally request readmission to the graduate program at the end of the leave.

Readmitted students must meet the admission and degree requirements in effect at the time of readmission. This will include an assessment of her/his clinical status, and may include additional classroom and clinical hours or other requirements, in order to meet state and national current standards.

### **Grading System**

Courses completed with a grade of A or B are

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 reinforcement of clinical learning.

## **School of Nursing Organizations**

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

VISIONS is an organization composed of stu-









**NUR 764 Advanced Health Assessment** 4 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.

**NUR 768 Seminar in Processes of Evaluation for Nurse Leaders** 3 credits

Students integrate program evaluation, quality improvement, and leadership concepts and skills to design, implement, and

**NUR 660 Nursing Care in the Emergency Department Setting**

This course covers the essential knowledge and skills required to assess, plan for, provide and evaluate basic nursing care in the emergency department setting. In this course, basic medical, surgical, and psychiatric emergency care for adults and children will be covered. The course will include a 100 hour practicum in the field setting of either an emergency department or public health emergency planning/response setting. In addition, current research findings in emergency nursing will be explored. The theory component of this course is typically taught over four full-days of instruction, followed by a clinical or in the field practicum.

**NUR 690 Nursing Care of Disaster Victim with Med Surgical Needs**

This course covers the essential knowledge and skills required to plan for, provide, and evaluate nursing care to victims from all types of disasters. The main topics to be covered in the course will include nursing care of the victim from: nuclear, biological, chemical, and mass trauma events. The epidemiology, risk, pathophysiology, transmission, signs and symptoms, prevention strategies, antidote/treatment and personal protective strategies for each disaster type will be covered. Other topics covered will include community based surveillance, disaster triage, and techniques for competency-based staff education and current findings in disaster nursing research. This course is typically taught in the hybrid format with both face-to-face and online learning.

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**NURSING EDUCATION COURSES****NUR 679 Curriculum Development, Implementation, and Evaluation**

This course introduces students to the art and science of curriculum development, implementation, and evaluation in nursing education. A variety of theories, models, and concepts in nursing, education and related disciplines that under gird these processes are explored. The roles and responsibilities of the nurse educator also are examined.

**NUR 789 Educational Theories and Application to Learning**

This course introduces students to education theory and its application in academic and clinical settings. Various theories, models and concepts will be explored and applied to the process of learning to promote students' understanding of how learning occurs. The ways that knowledge is acquired also will be examined.

**NUR 791 Instructional Design in Nursing Education**

This course is designed to facilitate the student's application of teaching-learning theory to nursing education. Teaching methods and styles will be examined. The application of different teaching strategies for different populations and settings also will be explored. Linking learning objectives, teaching strategies and outcomes will be emphasized.

**NUR 792 Assessment and Measurement in Teaching**

This course prepares students to use assessment and measurement techniques in a variety of educational settings. The qualities of good assessment and measurement instruments, test creation and evaluation, and the selection, interpretation and application of standardized tests will be presented.

**NUR 793 Seminar and Practicum in Nursing Education**

Under the guidance of a master teacher, the practicum component of this course offers students experience in classroom and clinical teaching in various settings. Practicum experiences are used in seminar to examine faculty roles and responsibilities from theoretical, philosophical, and experiential viewpoints.

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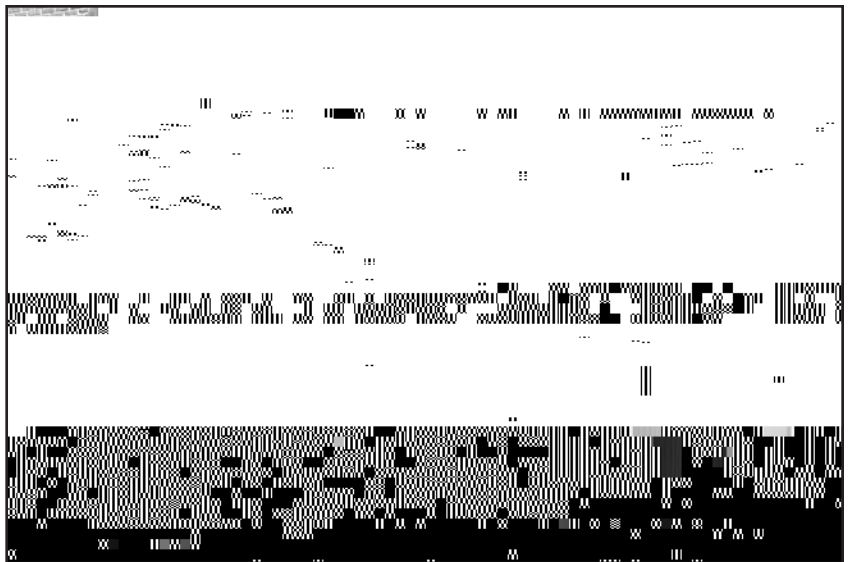
**PH.D. COURSES****NUR 803 Philosophical Foundations of Nursing Science**

This course examines the historical influence of the philosophy of science and key philosophers on the development of nursing science. Important epistemological issues in the development of nursing as a discipline are explored. The relationships among theory, practice, and research are foundational topics in this course.

**NUR 804 Knowledge Development in Nursing**

This course builds on NUR 803 Philosophical Foundations of Nursing Science and examines selected methodologies in the development of nursing's epistemology. To that end, concept and theory development, analysis and synthesis are explored. The roles of empirics, aesthetics, intuition, critical social theory, and feminism are examples of knowledge development that are analyzed.





SCHOOL OF  
SOCIAL WORK

## School of Social Work

Andrew Safyer, , ,  
Email: asafyer@adelphi.edu

Peter I. Chernack, , ,

Judy Fenster, , ,

Naomi Barasch, , ,  
Marcia Edwards, , ,  
Karen Campbell, , ,

Eileen Chadwick, , ,

Lois Stein, , ,

Roni Berger  
Gertrude S. Goldberg  
Andrew W. Safyer

Beverly Araujo  
Peter I. Chernack  
Carolann Daniel  
Patricia A. Joyce  
Diann Cameron Kelly

Julie C. Altman  
Richard Belson  
Ellen Bogolub  
Carol S. Cohen  
Judy Fenster  
Richard B. Francoeur  
Roger A. Levin  
Ellen S. Rosenberg  
Zulema E. Suárez  
Carol Sussal

Suzanne Michael  
James B. Mullin  
Elizabeth Palley  
Geoffrey Ream  
Philip A. Rozario  
Bradley D. Zodikoff  
Godfrey Gregg

The School of Social Work is accredited by the Council on Social Work Education (C.S.W.E.) at both the baccalaureate and master's levels.

## Professional Philosophy

Social work is a profession that seeks to ameliorate human suffering. This commitment is based upon the assumption that people, individually and collectively, have innate strengths and that strategies to enhance and restore a capacity for social functioning are both capable of discovery and teachable. Multidisciplinary knowledge from the arts and sciences is essential to the education of social workers, for the profession requires practitioners who have been exposed to a breadth of ideas and information. Social work education is grounded in the perspective that environmental influences affect the development and well-being of people and must be taken into account when assessing behavior and life situations.

Social work education at Adelphi University integrates knowledge from a variety of disciplines in all courses throughout the curriculum. Rather than being taught selected facts and theories as single truths, Adelphi students grapple with opposing ideas, consider a broad range of facts and theories, and finally, learn to select and apply knowledge to ameliorate individual, family, and social problems.

## Programs of Study

- Master of Social Work M.S.W. Program
- One-Year Residency M.S.W. Program
- 16-Month Accelerated M.S.W. Program
- Part-time M.S.W. Program
- B.S.W.—M.S.W. Advanced Standing Program
- Hauppauge Center M.S.W. Program
- Hudson Valley Center M.S.W. Program
- Manhattan Center M.S.W. Program
- Doctor of Social Welfare D.S.W. Program
- Bilingual School Social Work Program
- Post-Master's Certificate Program in Bilingual School Social Work
- Human Resources Management Certificate Program

## **Master of Social Work Program**

The Master of Social Work program provides the preparation necessary for advanced professional social work practice. 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



|                      |   |
|----------------------|---|
| SWK 722 (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           |
| SWK 786              | Advanced Social Work Practice with Families/Couples |
| SWK 7XX              | 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 social work 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 Asso-



form, transcripts, references, and, if required, 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



an undergraduate course similar to an Adelphi social work course may request a course waiver. A transcript, course description, course outline, and bibliography must be submitted to the associate dean for academic affairs. The course had to have been taken within five years of matriculation with a grade of "B" or better. The associate dean, in consultation with the sequence chair, assesses the degree to which the undergraduate course corresponds to the Adelphi course. If the course does correspond, the student will then be required to take a placing out exam. If the student passes the exam, that is receives a grade of 80 or a "B," the course is waived and the student must take another course in its place. Graduate credit is not granted for undergraduate courses.

Research II, which is offered each fall and summer on the main campus in Garden City. Field placements are arranged by the Hauppauge Center's assistant director of field education and are located throughout Suffolk and Nassau Counties.

The Graduate Admissions Office in Garden City, using the same criteria and procedures governing applications to the main campus, handles admission to the Hauppauge Center program centrally. All decisions regarding admissions are made by the coordinator of admissions in Garden City in consort with the School's Admission's Committee.

For inquiries and other information contact:  
Lois Stein, Director of Social Work Programs  
Hauppauge Center  
55 Kennedy Drive  
Hauppauge, New York 11788  
Telephone: (631) 300-4363  
Email: stein2@adelphi.edu

## **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/or Saturday classes. Students may attend part time or full time. All courses are taught at the Center except SWK 758 Social Work Research II, which is delivered as an online course with only three in-person sessions held at the Garden City campus. As an alternative, the course is also offered each fall and summer on the Garden City campus. SWK 758 is not offered at the Hudson Valley Center.

Field placements for first and second year students are arranged in agencies throughout the Hudson Valley region in a wide variety of professional settings. All courses offered in the Hudson Valley program follow the same outlines and have the same requirements as the courses on the main campus. The Graduate Admissions

Office in Garden City, using the same criteria and procedures governing applications to the main campus, handles admission to the Hudson Valley program centrally. All decisions regarding admissions are made by the coordinator of admissions in Garden City in consort with the School's Admission's Committee.

For further information contact:  
Eileen Chadwick, LCSW  
Hudson Valley Center  
457 Maple Street  
Poughkeepsie, N.Y. 12601  
Telephone: (845) 471-3348  
Email: chadwick@adelphi.edu

## **Manhattan Center M.S.W. Program**

The School of Social Work offers the M.S.W. degree at the Manhattan Center. 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. SWK 758 Social Work Research II must be completed on the Garden City campus. On-site support services in Manhattan include academic and field advisement, computer and library facilities, and registrar and student financial services.

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

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

For further information contact:  
Karen Campbell, Director of Social Work  
Programs  
Manhattan Center  
75 Varick Street  
New York, New York 10013  
Telephone: (212) 965-8340 ext. 116

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

This 16-credit post-master's program is designed for bilingual M.S.W. gradra-mf(W)128(.)-21w(W)12h is

their dissertations. 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 Advisement, for a maximum of six semesters. For semesters they remain in the program and for which they are not receiving advisement, students must enroll in SWK 896, Continuing Matriculation without advisement. Students have six years from the time they enter the program to complete and gain acceptance of a dissertation proposal and 10 years from entry to complete all requirements for the degree.

## D.S.W. Course of Study

### First Year

|         |  |
|---------|--|
| SWK 810 | Epistemology and Social Work Knowledge                               |
| SWK 842 | Human Behavior Theory, Empirical Knowledge and Contemporary Practice |
| SWK 850 | Comparative Approaches to Social Work Research: Quantitative         |
| SWK 882 | Comparative Approaches to Social Work Research: Qualitative          |

### Second Year

|                        |  |
|------------------------|--|
| SWK 843                | Social Work Practice with Individuals: Theory and Research |
| SWK 860                | Social Work and Social Science                             |
| SWK 846                | Social Work Practice with Families: Theory and Research    |
| SWK 845                | Cross-national Perspectives on Social Provision            |
| Candidacy Examinations |  |

### Third Year

|         |  |
|---------|--|
| SWK 851 | Foundations to Data Analysis: Univariate and Bivariate Statistics        |
| SWK 848 | Social Work Practice with Groups: Theory and Research                    |
| SWK 856 | Multivariate Analyses  |
| SWK 857 | United States Social Work in Historical and Cross-national Perspective   |
| SWK 862 | Specialization Seminar: A Multi-Dimensional Approach (year-long seminar) |

### Fourth Year

|         |   |
|---------|---|
| SWK 844 | Program Development and Evaluation          |
| SWK 853 | Advanced Research Topics                    |
| SWK 811 | Social Work Education: Issues and Processes |
| SWK 854 | Proposal Development Seminar                |

### Admission Requirements

Admission to the D.S.W. program requires a Master of Social Work degree with a grade-point average of at least 3.3; three years of successful post-M.S.W. professional experience; and evidence of capacity to engage in doctoral study. A member of the doctoral faculty interviews each candidate.

Exceptions to these requirements will be considered when applicants demonstrate equivalent attainments or compensating strengths. For example, an applicant has not yet completed three years of post-master's professional experience but has made a contribution to social work knowledge in professional publications. Applicants who do not fulfill the typical admission requirement may be required to complete additional course work beyond the 51 credit hours.

The School of Social Work considers the following criteria when evaluating applicants for acceptance into the doctoral programs:

- Intellectual capacity
- General professional competence
- Knowledge of critical issues in social work
- Strength of commitment to doctoral study
- Adequacy of plans for financing doctoral study
- General capability (e.g. time) to pursue research on a doctoral level
- A high score on the TOEFL exam (Test of English as a Foreign Language) is required of international students to demonstrate sufficient proficiency in language skills to carry out doctoral work.

### **Application Procedure**

Applicants for admission should:

1. Secure and fill out the “Application for Admission to Graduate Studies” form;
2. Arrange for three letters of reference, using the provided forms, and send them to the Office of Graduate Admissions (see below);
3. Include a personal essay describing professional experience, interests, and reasons for doctoral study, and how it fits into their professional career history and future career plans;
4. Submit examples of their professional work (papers, articles, grant applications);
5. Include the required non-refundable application fee (\$50) in the form of a check or money order made payable to Adelphi University.
6. Mail the completed application form, personal essay, professional samples, and application fee in the return envelope provided with the application form to:

Office of Graduate Admissions  
Adelphi University  
Levermore Hall  
1 South Avenue  
P.O. Box 107  
Garden City, New York 11530-0107

When the application is complete (all the above items having been received), the director of the doctoral program will communicate with the applicant to set up an admissions interview with a member of the doctoral faculty on the Adelphi University campus.

### **Application Deadline**

It is preferable that applications be completed by April 1 for admission the following September. Admissions interviews will be held as completed applications are received. Applications received after the deadline will be considered if seats are still available.

### **Relationship to University Admissions**

The decision to admit a student rests with the Doctoral Committee of the School of Social Work. The relationship with Office of University Admissions is consultative and procedural. For example, in the instance of international applicants or applicants attending special undergraduate programs in the United States, the Office of University Admissions can provide help in evaluating the equivalency of academic course work to the M.S.W. curriculum in the United States.

The following materials are sent to applicants by the University:

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**COURSES OF INSTRUCTION**

**SCHOOL OF SOCIAL WORK**

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**M.S.W. COURSES**





**SWK 690 Field Instruction I**

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 Field Instruction II**

SWK 691 comprises the second half of a year-long field instruction internship completed during the first year of the M.S.W. program.

**SWK 790 Field Instruction III**

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 Field Instruction IV**

SWK 791 comprises the second 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 555 Study Abroad: Comparative Social Work Practice**

This course provides students the opportunity to learn about social work, social problems, peoples' needs, indigenous resources, governmental attitudes and actions, and the cultural aspects underpinning all of these phenomena, in an international setting.

**SWK 706 Social Work in Health Care**

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 742 The Practice of Social Work  
Supervision**

This course examines social work supervision and staff development in diverse agency settings within the context of professional values and ethics. The philosophy, functions, principles, and methods of supervision, as well as staff development and training are addressed. Emphasis is given to the knowledge and skills required to motivate and retain an effective and multicultural workforce and to effectively supervise varying levels of staff. Supervision is viewed as a form of social work practice and as a means to enhance quality services to all clients.

**SWK 748 Legislative Activities  
and Community Processes**

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

**SWK 751 Advanced Social Work  
Practice with Communities and**

**SWK 843 Social Work Practice with Individuals: Theory and Research**

With reference to the psychodynamic, cognitive-behavioral, and narrative models of practice, students learn to conceptualize, think critically about, and extend models of practice with individuals. Particular attention is given to the research base for models of practice. Students design research to extend extant knowledge and disseminate their work.

**SWK 844 Program Development and Evaluation**

This course addresses the conceptual and theoretical bases of program planning and evaluation and the links between the two endeavors. It explores approaches to program planning through the examination and design of models, concepts and techniques that facilitate needs assessment, setting goals and objectives, engaging stakeholders and establishing target groups and timelines in the implementation process.

**SWK 845 Cross-national Perspectives on Social Provision**

This course examines the origins, development and future of welfare states in the United States and other developed countries in North America, Europe and Asia from multi-dimensional perspectives—feminist, historical, economic, political, philosophical. Students expand their knowledge of past and present issues in a specific area of social policy and become knowledgeable about such social provision in their own as well as other countries.

**SWK 846 Social Work Practice with Families: Theory and Research**

This course has two foci. First, students learn about specific challenges in studying the development, structure, and dynamics of families and strategies for addressing these challenges. The second part reviews major theories for understanding families, critiques studies informed by these theories and develops research agendas guided by them.

**SWK 847 United States Social Work in Historical and Cross-National Perspective**

Students gain understanding of the development of social work practice and the social, political, economic, and cultural forces that shape and define it. As future leaders students deepen their knowledge of social work's unique contributions to social development and social reform. Cross-national study heightens understanding of how social work practice is socially constructed through temporal and cultural lenses.

**SWK 848 Social Work Practice with Groups: Theory and Research**

This course teaches students to think critically about this method of practice in order to expand their ability to develop researchable questions related to social work with groups. It surveys historically some of the principal theories underlying major approaches and models of practice and the empirical support for these theories.

**SWK 850 Comparative Approaches to Social Work Research: Quantitative**

This course is designed to provide students with knowledge about the scientific method, theory construction, and the relationship of theory to research. Students learn to design a feasible and ethical research study and to write a research proposal. Various types of experimental, quasi-experimental, and non-experimental designs are presented.

**SWK 851 Foundations to Data Analysis: Univariate and Bivariate Statistics**

This course deepens understanding of theory and rationale behind the use of univariate and bivariate statistics in the analyses and interpretation of data. It includes an in-depth review of various bivariate statistical tests (t-test, one-way ANOVA, chi-square, correlation) and the introduction of two-way ANOVA, simple regression, and non-parametric tests.

**SWK 853 Advanced Research Topics**

This course provides advanced doctoral students tools for an increased capacity to engage in social work research. It develops knowledge and skills that enhance both methodological sophistication and analytic rigor. The course covers advanced content on research design, data collection, analysis, ethics and other methodological considerations critical to research development.

**SWK 854 Proposal Development Seminar**

The purpose of this course is to facilitate student identification, exploration and development of a topic of interest appropriate for a dissertation. Although there are books and other materials assigned, the focus of this seminar will be on each student's sharing his/her own work with the class and obtaining feedback from fellow students as well as the instructor.

**SWK 856 Multivariate Analyses**

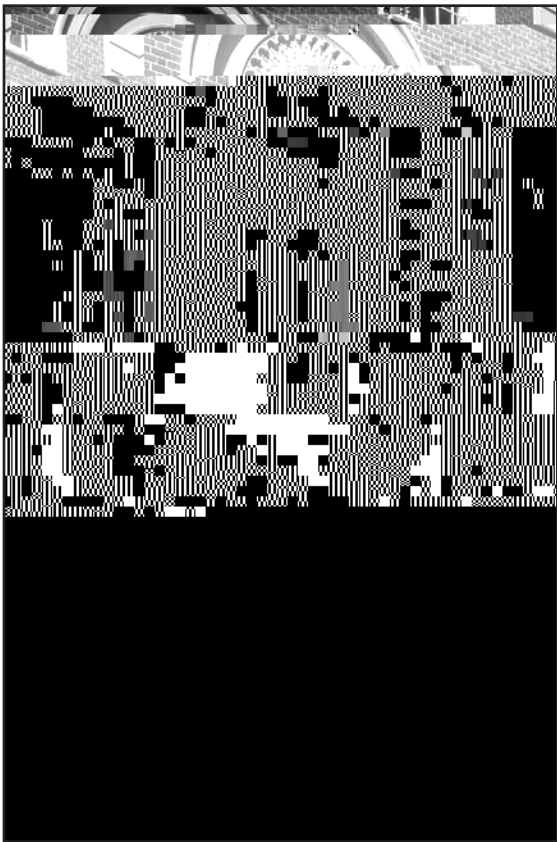
This course introduces students to multiple regression, one type of multivariate statistics. Students will study theoretical and technical aspects of regression and assumptions of the model. The course explores categorical and continuous independent variables, interactions, the use of limited dependent variables, missing data and statistical power.

**SWK 860 Social Science Concepts**

This course critically examines linkages between social science theories and social work and explores the utility of these theories for creating new knowledge. It shows how sociological, political science and economic theories can "explain" social phenomena and inform social work research and how each discipline frames social problems and their potential solutions.

**SWK 862 Specialization Seminar:  
A Multi-Dimensional Approach**

The Specialization Seminar is a yearlong course designed to provide doctoral students with the opportunity to examine current conceptual, empirical and theoretical issues pertaining to a particular problem, population group, or field



# ADMISSIONS

# Admissions

## Admission to Graduate Study

### 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 Admissions, Levermore Hall 114:

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

Besides these general requirements, particular programs may specify additional requirements. Applicants should review the

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Nondegree special students are permitted to enroll in only those courses that have been specifically designated by departments as being available to such students. Individual exceptions require special permission by the coordinator of the program in which the student wishes to enroll and by the appropriate dean.

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



## Tuition and Fees

### Tuition and Fee Policy

The Office of Student Financial Services must be consulted for the current tuition and fees schedule. Tuition and fees are payable either by mail or in person at the Office of Student Financial Services, by phone with MasterCard or Visa, or via the Web at [www.Adelphi.edu](http://www.Adelphi.edu). Checks and money orders should be made payable to Adelphi University. All payments will be applied to any past-due balance first.

Charges billed by the University are outlined below. Students, however, should be prepared to pay for expenditures associated with books, travel, and personal items.

Additional fees and charges for specific courses, as detailed in the class schedule, also may be assessed.

### Tuition and Fee Rates\*

**2006–2007**

**Academic Year**

**Graduate, Full-T**

sion less the original amount paid. There is no deferred payment plan. There are no refunds.

**Payment Policy**

Tuition and fees are payable in full at the time of registration. Students preregistering for

Students who have paid their bill with MasterCard/Visa will receive as their refund a charge back to their credit card.

## **Refund Schedules**

### **Title IV Recipients**

Effective Fall 2000, Adelphi University will adopt a new refund policy that conforms to the updated version (Section 668.22) of the Higher Education Amendments of 1998. In accordance with federal regulations, students who withdraw entirely from all classes at the University and have Federal Title IV financial assistance (Federal Stafford Loan, Federal Parent Loan for Undergraduate Students, Federal SEOG, Federal Perkins Loan, or Federal Pell Grant) that has been credited or could have been credited to their account, will be subject to both Federal Policy 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 expenses). Only that amount of the semester's aid that has been earned (as a result of the prorated amount of time the student has been in school for that semester) will be eligible for retention on the student's behalf. Any aid that is not earned must be returned to its source. (The amounts to be returned to federal programs will vary based upon the type of program, the total amount to be returned, and the government's determination of the order in which aid is returned to the programs.) If there is a student account balopvv /Span #2ID 8187 bm[(will )from(will )-11s12(be )-1djDC 60 s,(wi



### **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, 2006) is 6.85%. Repayment of the loan begins six months after the student ceases to be enrolled at least half time.

### **Federal Work Study Program (FWS)**

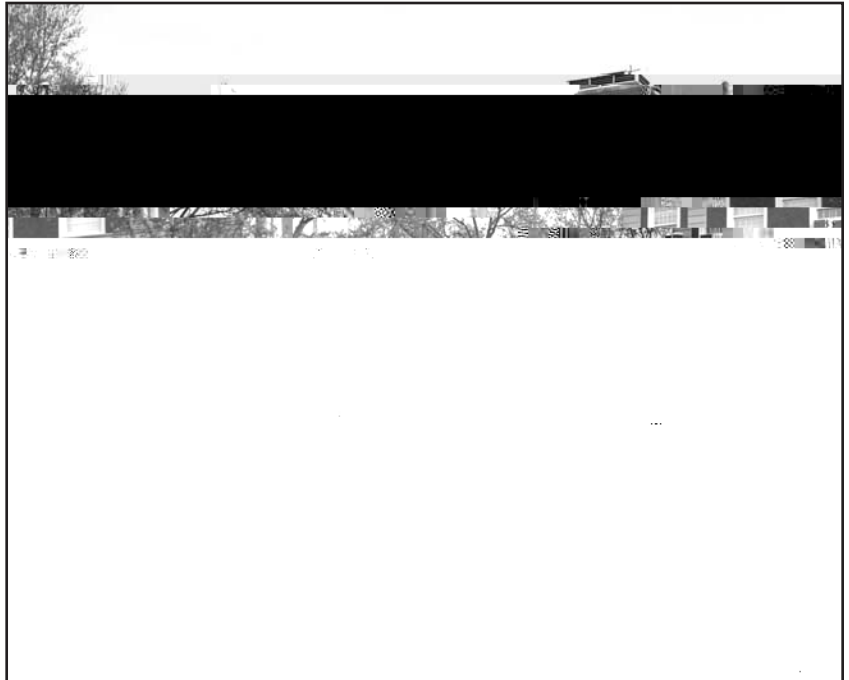
This program provides employment for students demonstrating financial need. Jobs are on campus. The maximum amount a recipient can earn is determined by financial need.

### **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 documents.

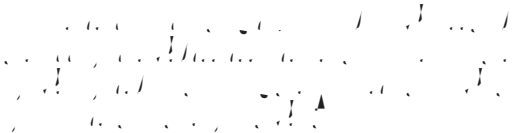
Selection priority is given to: (1) Those who are economically disadvantaged and who are members of a minority group that is historically underrepresented in the chosen profession; (2) Those who are members of a minority group that has been historically underrepresented





**R**ULES AND  
**R**EGULATIONS

## University Regulations



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 [University Academic Regulations](#) 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



### **Eligibility**

Only eligible students may register for courses of study at Adelphi. Eligible students are those who:

- have been admitted to the University by the Office of Admissions (see section titled “University Admissions Policy”);
- have met all their financial obligations to the University;
- have enrolled the previous semester and have not been dismissed, suspended, expelled, or withdrawn from the University;
- have provided the University with proof of compliance with New York State immunization requirements (see section titled “Admission Credentials”).

Only students who have been cleared by the Office of Student Financial Services and who are officially registered for a course as of the end of the second week of the semester shall be eligible to receive a grade for that course. No grades will be issued to students who violate this policy.

### **Continuous Matriculation**



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 [University Catalog](#) entitled “Courses of Instruction.” For a list of current course offerings, students should consult the [University Catalog](#) or online [University Catalog](#) 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.

### **Adding Courses**

Students who wish to add a course to their program after the initial registration, must complete an Action Request form, including appro



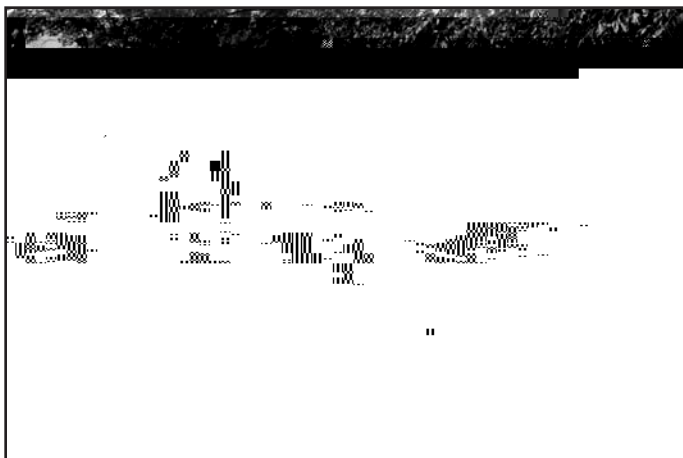


|    |                                |     |
|----|--------------------------------|-----|
| C+ | Average mastery of facts and   | 2.3 |
| C  | principles; some evidence that | 2.0 |
| C- | stated course objectives and   | 1.7 |

**258 RULES AND REGULATIONS**

- I (Incomplete) The student has not completed the course requirements by the end of the semester and has obtained permission from the instructor to take additional time to complete the course work.





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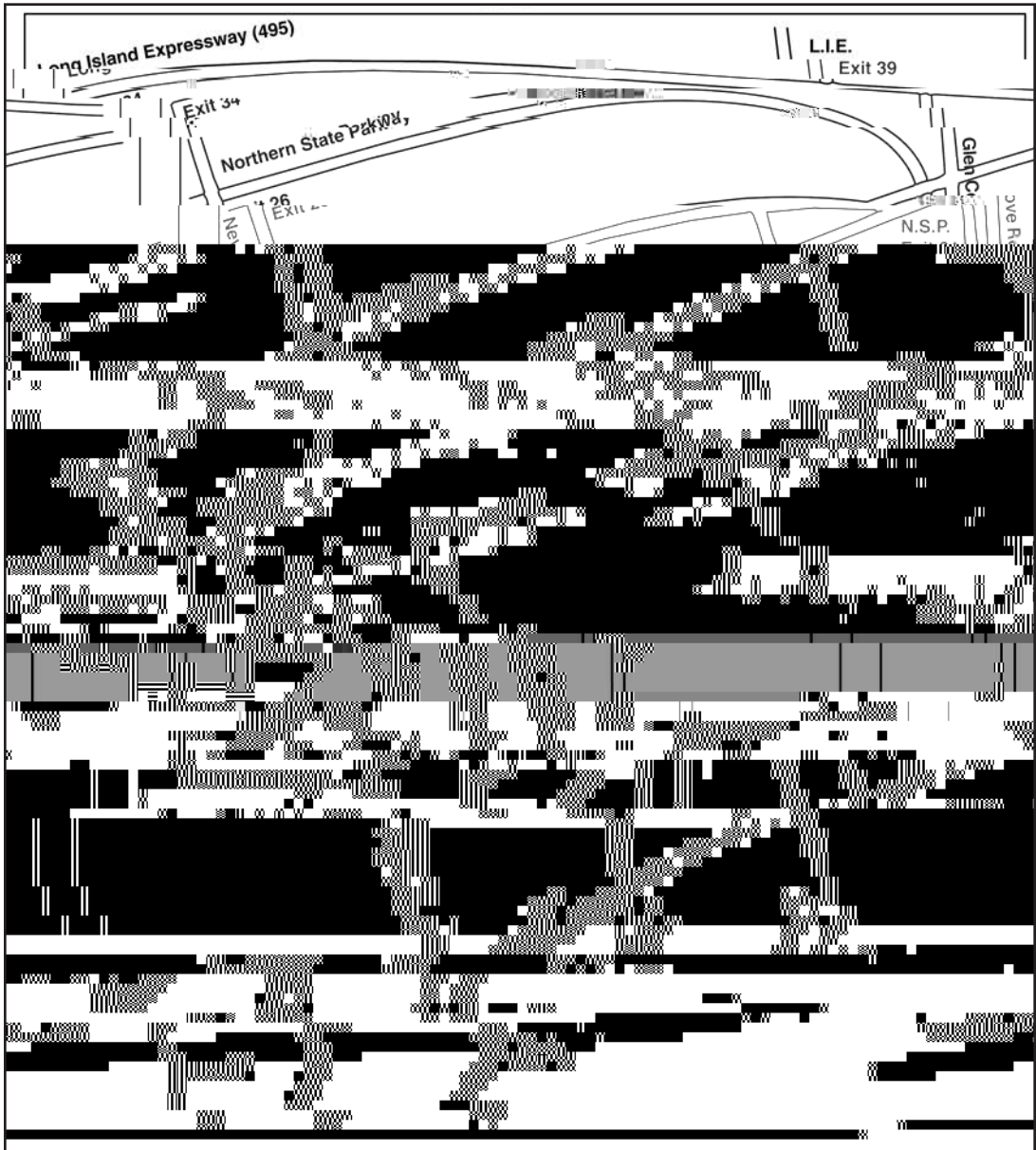
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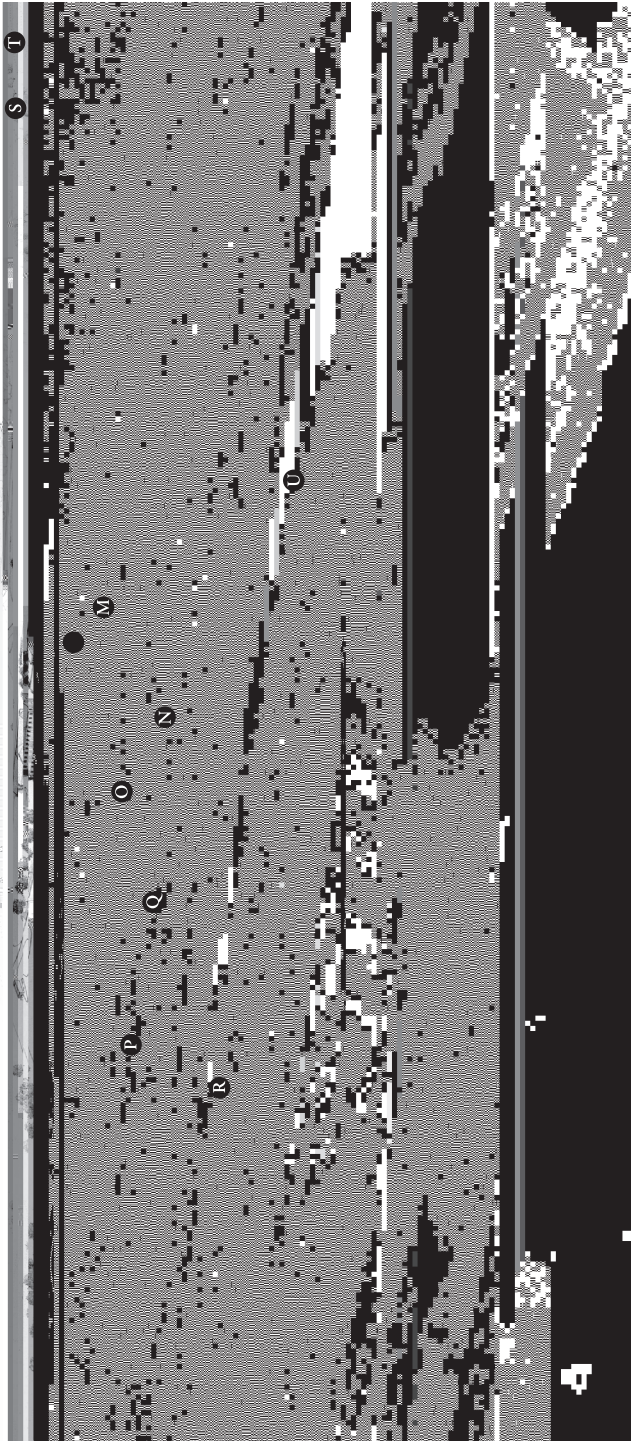
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This map is simplified to show Adelphi University's location relative to major highways and selected streets.



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# Directions to Adelphi University's Manhattan Center

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

Take the No. 1 or 9 (Seventh Avenue local) train to the Canal Street stop. The stop is right at the corner of Canal and Varick streets. Using the Eighth Avenue subway, take the A/C/E train to the Canal Street stop which is at the corner of 6th Avenue and Canal. Walk two blocks west to Varick Street and one block north to the main entrance. The L train also runs in Manhattan on 14th Street; take it to the 6th Avenue stop and transfer to the No. 1 or 9 trains heading downtown.

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

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

The Manhattan Center is located on the west side of Manhattan on Varick Street [one way heading downtown (1)kwn (1)kheadi-EMC /w h(16((1)kw)-nnn/Spansi/MCID 14037 BDC BT/T1a-1an on V26((i-1an)-10)

to Exit S1 East (Route 495 - Long Island Expressway). Take the Long Island Expressway to Exit 55 (Motor Parkway). From the service road, turn left at the first traffic light onto Motor Parkway. Then turn right at the third traffic light (Kennedy Drive). Go a short distance and turn right into Adelphi's Hauppauge Center at 55 Kennedy Drive.

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## **Directions to Adelphi University's Hudson Valley Center**



