

2008 2010

ADELPHI UNIVERSITY GRADUATE BULLETIN, VOLUME 15, SEPTEMBER 2008

**ACCREDITATION**

Adelphi University, an independent, comprehensive institution, is chartered by the University of the State of New York, and is accredited by the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104-2680, (215) 662-5606; the New York State Education Department, 9 Washington Avenue, Albany, NY 12234, (518) 474-3852; the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C. 20002-4242, (800) 374-2721;

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## **A u T u B**

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

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III Ru s R u s

# A C

## 2008 2009\*

### F 2008

Wednesday, August 20  
General Registration

Monday, August 20  
Classes Begin

Saturday, August 30 – Sunday, August 1  
Labor Day Weekend – No Classes

Monday, September 1  
Labor Day – No Classes

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

Friday, September 19  
Last Day to Drop a Course  
Last Day to Change Course Grading Option  
Last Day to Add an Independent Study  
Last Day to Process Course Section Change

Monday, September 22  
Final Date for Submission of Graduation  
Application for January 2009

Monday, September 29  
No Classes to Begin at or After 3:50 p.m.

Tuesday, September 30  
No Classes

Wednesday, October 8  
No Classes to Begin at or After 3:50 p.m.

Thursday, October 9  
No Classes  
Final Day to Submit Graduation Application  
for January 2009

Saturday, September  
No Classes

Monday, October 13  
Final Day to Submit Graduation Application  
for May 2009 (to have name appear in booklet)

Monday, October 27  
Last Day to Withdraw from a Course

Wednesday, November 26  
No Classes

Thursday, November 27 – Sunday, November 30  
Thanksgiving Break – No Classes

Monday, December 8  
\*Emergency Day for Monday Classes  
Beginning Before 3:50 p.m. (9/29)  
Makeup Day for Monday Classes Beginning  
on or After 3:50 p.m. (9/29)

Tuesday, December 9  
Conversion Day – Wednesday Classes  
Starting on or After 3:50 p.m. will meet as  
makeups for 10/8  
No Tuesday Classes Are Held

Wednesday, December 10  
Wednesday Classes Meet

Thursday, December 11  
Thursday Classes Meet

Friday, December 12  
\*Emergency/Study Day

Saturday, December 13  
Saturday Classes Meet

Sunday, December 14  
Sunday Classes Meet

Monday, December 15  
Finals Week Begins

Sunday, December 21  
Finals End – Last Day of Classes for  
Fall 2008

\*Classes will only be held if an emergency closing  
occurred earlier in the semester.

\*\*Interession courses are considered a part of the  
spring semester and will be grouped with them on  
student transcripts.

\*\*\*Calendar subject to change.

**S 2009**

Friday, January 2  
2009 Intersession – Classes Begin

Monday, January 5  
Last Day to Add a Course (Intersession Courses Only)

Thursday, January 9  
Last Day to Drop a Course (Intersession Courses Only)

Wednesday, January 14  
Last Day to Withdraw (Intersession Courses Only)

Monday, January 19  
Martin Luther King Jr. Day – No Classes

Friday, January 23  
2009 Intersession\*\* – Classes End

Monday, January 26  
Classes Begin – Spring 2009

Monday, February 9  
Late Registration Ends  
Last Day to Add a Course  
Final Date for Submission of Graduation Application for May 2009  
Final Date for Submission of Graduation Application for August 2009 (to have name appear in booklet)

Friday, February 20  
Last Day to Drop a Course  
Last Day to Change Course Grading Option  
Last Day to Add an Independent Study  
Last Day to Process Course Section Change

Monday, March 16 – Sunday, March 22  
Spring Break – No Classes

Tuesday, March 30  
Last Day to Withdraw from a Course

Monday, April 20  
Research Day\*\*\* – No Classes

Tuesday, May 12 – Wednesday, May 13  
\*Emergency/Study Days

Thursday, May 14  
Finals Begin

Wednesday, May 20  
Finals End  
Last Day of Classes for Spring 2009

Thursday, May 21  
Doctoral Hooding Ceremony

Friday, May 22  
Commencement

**Su 2009 S<sup>ss</sup> I**

Monday, May 25  
Memorial Day – No Classes

Tuesday, May 26  
Classes Begin – Summer Session I

Friday, May 29  
Last Day to Add a Course

Tuesday, June 2  
Last Day to Drop a Course  
Last Day to Change Course Grading Option

Thursday, June 4  
Final Date to Submit Graduation Application for August 2009

Friday, June 12  
Last Day to Withdraw from a Course

Monday, June 29  
Session I Classes End

**Su 2009 S<sup>ss</sup> II**

Monday, July 6  
Classes Begin – Summer Session II

Friday, July 10  
Last Day to Add a Course

Monday, July 13  
Last Day to Drop a Course  
Last Day to Change Course Grading Option

Thursday, July 23  
Last Day to Withdraw from a Course

# A C

## 2009 2010\*

### F 2009

Saturday, August 29

Classes Begin – Fall 2009

Saturday Classes Need to Add an Additional 15 Minutes to Each Class Period

Sunday, August 30

Sunday Classes Beginning at or After 3:50 p.m.  
Need to Add an Additional 30 Minutes to Each Class Meeting

Sunday Classes Beginning at or After 3:50 p.m.  
Need to Add an Additional 15 Minutes to Each Class Meeting

Friday, September 4

Friday Classes Beginning at or After 3:50 p.m.  
Need to Add an Additional 15 Minutes to Each Class Meeting

Saturday, September 5 – Sunday, September 6  
Labor Day Weekend – No Classes

Monday, September 7  
Labor Day – No Classes

Friday, September 11  
Late Registration Ends  
Last Day to Add a Course

Friday, September 18  
No Classes to Begin at or After 3:50 p.m.

Saturday, September 19  
No Classes

Monday, September 21  
Final Date for Submission of Graduation Application for January 2010

Friday, September 25  
Last Day to Drop a Course

Sunday, September 27  
No Classes to Begin at or After 3:50 p.m.

Monday, September 28  
No Classes

Monday, October 12  
Final Date for Submission of Graduation Application for May 2010 (to have name appear in booklet)

Tuesday, October 27  
Mission Day – No Classes

Friday, October 30  
Last Day to Withdraw from a Course

Wednesday, November 25  
No Classes

Thursday, November 26 – Sunday, November 29  
Thanksgiving Break – No Classes

Tuesday, December 15  
Finals Begin

Monday, December 21  
Finals End  
Last Day of Fall 2009 Classes

Tuesday, December 22  
\*Emergency Day

\*Classes will only be held if an emergency closing occurred earlier in the semester.

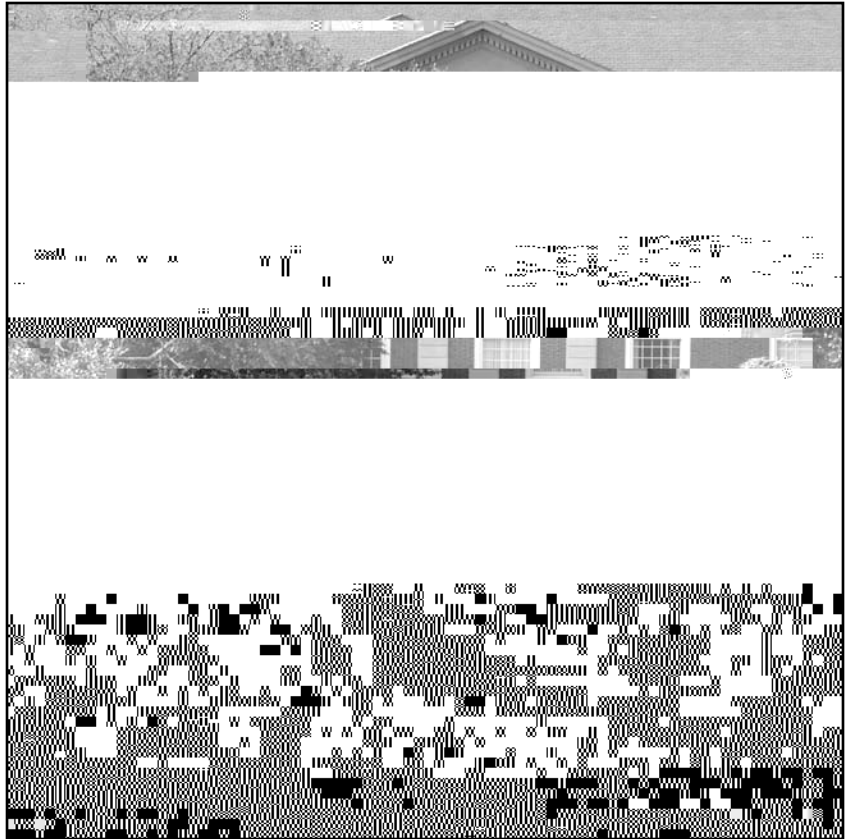
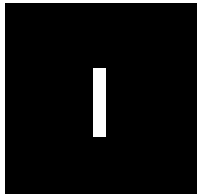
\*\*Intersession courses are considered a part of the spring semester and will be grouped with them on student transcripts.

\*\*\* Mission and Research days are days when faculty and students can devote attention to elements of the University mission that are in addition to degree-credit classes, such as scholarship, community service, discussions of pedagogy, how students learn, and how we know.









A U  
T E U  
U L A  
P E u

Adelphi

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As we turn our strategic plan in

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**G u C**  
**S U**

**C A S**

For 112 years, the Adelphi University College of Arts and Sciences has offered students a rigorous education in the liberal arts and sciences. Today, the College enrolls more than 1,800 undergraduate and graduate students and offers degrees in 37 disciplines. Students study and conduct research with award-winning and well-known faculty scholars and artists in a diverse and welcoming setting. Hundreds of internships and field opportunities enable students to apply their knowledge in their chosen careers. The College's undergraduate curriculum, which includes a broad general education program and advanced courses in each discipline, prepares graduates who are critical thinkers and leaders ready to address the needs of an

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supported by full-time academic advisers and financial aid counselors, as well as multimedia rooms and computer labs.

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





**18 AN ADELPHI EDUCATION**

Early Childhood Special Education  
Pre-Service (28905)  
Earth Science (04160)  
Emergency Nursing/Disaster Management  
(30055)  
Environmental Science (23534)  
Literacy Education (22695)  
Nursing Administration (91021)



BHR	HUMAN RESOURCE MNGMT		ESJ	EARLY CHLD SPC ED PS	-
BIO	BIOLOGY		ESL	TEACH ENG SPK OTH LG	-
BMG	MANAGEMENT		ESM	MATHEMATICS 7-12	
CAP	CHILD & ADOL PSYCHOTHR	§	ESO	SOCIAL STUDIES 7-12	-
CCP	RESPEC CLINICAL PSY	§	ESP	PHYSICS 7-12	-
CHE	CHEMISTRY		ESX	SCHOOL PSYCHOLOGY	
CIS	COMPUTER MGT INFO SY		ETE	TEACH ENG SPK OTH LG	-
COM	COMMUNICATIONS		ETF	URBAN ED STUDIES	-
CSC	COMPUTER SCIENCE		EZA	SCHOLAR TEACH ED PGM	
DAN	DANCE		FRE	FRENCH	
EAB	SCIENCE ED 7-12 AREA	-	HCH	COMMUNITY HEALTH ED	-
EAC	EARLY CHILDHOOD ED	-	HIS	HISTORY	
EAD	SOCIAL ST ED 7-12	-	ICL	CLINICAL PSYCHOLOGY	-
EAF	ENGLISH ED 7-12	-	INT	INTERNATIONAL ST	
EAM	MATHEMATICS ED 7-12	-	IPD	PSYCH-BEHAVIORAL TEC	§
EAR	ART EDUCATION	-	ITD	INTERDISCIPLINARY ST	
EAS	EARTH SCIENCE	¶	LAN	FOREIGN LANGUAGE ST	
ECH	CHILDHOOD EDUCATION	-	LAS	LATIN-AMERICAN STUDY	
ECK	CHILDHOOD SPEC ED ST	-	MCT	MARRIAGE/COUPLE THER	§
ECM	COMMUNICATION DSRDS	-	MTH	MATHEMATICS	
ECT	BIL ED CERT TEACHERS		MTP	MATH & APPLIED SCI	-
ECU	BIL ED CERT TEACHERS		MUS	MUSIC	
ECV	EARLY CLDHD ED INSER	-	NAD	NUR SERVICE ADMIN	-
EDE	ELEMENTARY PRE K-6	-	NED	NURSING EDUCATION	- AC
EDL	ED LEADRSHP&TECHNLGY		NPA	ADULT HLTH NUR PRACT	-
EDN	EDUCATION NON DEG		NRN	NURSING (RN)	
EEC	CHILDHOOD SPEC ED	-	NUR	NURSING	
EHE	HEALTH EDUCATION	-	PHE	PHYS ED & HEALTH ED	
EHG	HEALTH ED (GATE)	-	PHI	PHILOSOPHY	
EIS	CLHD SPEC ED INCL ST		PHY	PHYSICS	
ELY	LITERACY EDUCATION		PIA	PSYCHOLOGY	
EMG	EMERGENCY MANAGEMENT		PMA	PSYCHOLOGY	-
ENG	ENGLISH		PMC	MENTAL HEALTH COUNSL	-
ENV	ENVIRONMENTAL STUDY		POL	POLITICAL SCIENCE	
EPC	EARLY CLDHD ED PRECT	-	PPS	PSYCHOANALYSIS/THER	§
EPG	PHYSICAL ED (GATE)	-			
EPH	EXER SCI & SPT MGMT	-			
ESA	EMERGENCY SERVICES ADMINISTRATION				
ESB	BIOLOGY 7-12	-			
ESC	CHEMISTRY 7-12	-			
ESD	EARLY CHILD SPC ED AC				
ESE	ENGLISH 7-12	-			
ESI	EARLY CHLD SPC ED IN	-			

**KE**

Minor onl

Ma er' Level

Doc oral Level

✓ Po -Doc oral Cer ifica e

+ Special In ere Co r e

AC Ad vanced Cer ifica e



EARLY CHILDHOOD ED	EAC	-	NURSING	NUR	
EARLY CHLD SPC ED	ESD	AC	NURSING (RN)	NRN	
EARLY CHLD SPC ED IN	ESI	-	P/M STUDY BIL SWK	SWB	
EARLY CHLD SPC ED PS	ESJ	-	PHILOSOPHY	PHI	
EARLY CLDHD ED INSER	ECV	-	PHYS ED & HEALTH ED	PHE	
EARLY CLDHD ED PRECT	EPC	-	PHYSICAL ED (GATE)	EPG	-
EARTH SCIENCE	EAS	¶	PHYSICAL EDUCATION	PYE	
ECONOMICS	BEN		PHYSICS	PHY	
ED LEADRSHP & TECHN LGY	EDL	- AC	PHYSICS 7-12	ESP	-
EDUCATION NON DEG	EDN		POLITICAL SCIENCE	POL	
ELEMENTARY PRE K-6	EDE	-	PSYCH-BEHAVIORAL TEC	IPD	§
EMERGENCY MANAGEMENT	EMG		PSYCHOANALYSIS/THER	PPS	§
ENGLISH	ENG		PSYCHOLOGY	PIA	
ENGLISH 7-12	ESE	-	PSYCHOLOGY	PMA	-
ENGLISH ED 7-12	EAF	-	PSYDN SCHOOL THERAPY	PSC	§
ENVIRONMENTAL STUDY	ENV		RESPEC CLINICAL PSY	CCP	§
EXER SCI & SPT MGMT	EPH	-	SCHOLAR TEACH ED PGM	EZA	
FINANCE	BFN		SCHOOL PSYCHOLOGY	ESX	
FINE ARTS (ABLE)	ACA		SCIENCE ED 7-12 AREA	EAB	-
FOREIGN LANGUAGE ST	LAN		SOCIAL SCIENCES (ABLE)	ASC	
FRENCH	FRE		SOCIAL ST ED 7-12	EAD	-
GRAD OPP ACCEL LEARN	BGL		SOCIAL STUDIES 7-12	ESO	-
HEALTH ED (GATE)	EHG	-	SOCIAL WELFARE	SWL	-
HEALTH EDUCATION	EHE	-	SOCIAL WORK	SWK	-
HISTORY	HIS		SOCIOLOGY	SOC	
HUMAN RESOURCE MNGMT	BHR		SPANISH	SPA	
INTERDISCIPLINARY ST	ITD		TEACH ENG SPK OTH LG	ETE	-
INTERNATIONAL ST	INT		TEACH ENG SPK OTH LG	ESL	
LATIN-AMERICAN STUDY	LAS		THEATER ARTS	THE	
LIBERAL ARTS (ABLE)	ABL		URBAN ED STUDIES	ETF	-
LITERACY EDUCATION	ELY		WOMENS STUDIES	WST	
LITERATURE (ABLE)	AHS				
MANAGEMENT	BMG				
MARRIAGE/COUPLE THER	MCT	§			
MATH & APPLIED SCI	MTP	-			
MATHEMATICS	MTH				
MATHEMATICS 7-12	ESM				
MATHEMATICS ED 7-12	EAM	-			
MENTAL HEALTH COUNSL	PMC	-			
MUSIC	MUS				
NATURAL SCIENCE (ABLE)	ANA				
NUR SERVICE ADMIN	NAD	-			
NURSING EDUCATION	NED	- AC			

¶: Several major programs have similar codes and descriptions. Consult the program description sections for details.

**KE**

Minor only

Master's Level

Doctoral Level

¶ Post-Doctoral Certification

+ Special Inter-Course

AC Advanced Certification

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**Nu** **D**  
**C**

**Nu** **O**  
**D**  
**N . D**

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0083 HONORS

~~383~~101 AFRICAN AMERICAN STUDIES

~~402~~103 ANTHROPOLOGY

~~410~~104 ART

~~410~~105 BIOLOGY

~~410~~106 CHEMISTRY

~~410~~107 ~~108~~ ~~109~~ COMMUNICATIONS

4128 0111 ART HISTORY

0112 EARTH SCIENCE

0118 EMERGENCY MANAGEMENT

0122 ENGLISH

0124 CLASSICS

0125 ENVIRONMENTAL STUDIES

0127 ENGLISH AS A SECOND LANGUAGE

0128 FRENCH

0129 CHINESE MANDARIN

0130 GERMAN

0131 GREEK

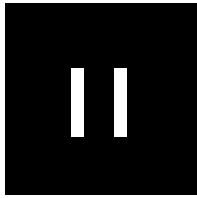
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0122	ENGLISH	0212	MARKETING
0811	CLA ENGLISH REQUIREMENTS	0502	MASTERS PROGRAM IN PSYCHOLOGY
0125	ENVIRONMENTAL STUDIES	0144	MATHEMATICS
0127	ENGLISH AS A SECOND LANGUAGE	0148	MATH TEACHERS PROGRAM
0808	EDUCATION - ESL	0195	MUSIC THEORY
0836	EDUCATION - STEP	0196	MUSIC HISTORY
0812	EDUCATION - TEACHING FELLOWS	0197	MUSIC PERFORMANCE GROUPS
0814	EDUCATION - EARLY CHILDHOOD	0198	MUSIC PRIVATE INSTRUCTION
0209	FINANCE	0302	NURSING
0128	FRENCH	0207	OPERATIONS
0952	FRESHMAN EXPERIENCE	0851	PHYSICAL EDUCATION
0130	GERMAN	0852	PHYSICAL EDUCATION
0619	GENERAL STUDIES	0853	PHYSICAL EDUCATION - SKILLS
0131	GREEK	0192	PERFORMING ARTS - ACTING
0132	HEBREW	0191	PERFORMING ARTS - DANCE
0834	HEALTH STUDIES	0154	PHILOSOPHY
0206	HOSPITAL AND HEALTH CARE MGT	0156	PHYSICS
0136	HISTORY	0501	PSYCHOLOGY
0083	HONORS	0507	MENTAL HEALTH COUNSELING
0208	HUMAN RESOURCE MANAGEMENT	0158	POLITICAL SCIENCE
0137	INTERDISCIPLINARY STUDIES	0503	ADVANCED PSYCHOLOGICAL STUDIES
0187	INTERNATIONAL STUDIES PROGRAM	0505	POST DOCTORAL PSYCHOTHERAPY
0138	ITALIAN	0193	PERF ARTS-TECH THEATER & DESIGN
0141	JAPANESE	0169	RUSSIAN
0140	LATIN	0170	SOCIOLOGY
0142	LINGUISTICS	0172	SPANISH
0210	MANAGEMENT	0874	COMMUNICATION SCIENCES
		0876	COMMUNICATION SCIENCES
		0878	COMMUNICATION SCIENCES
		0504	SCHOOL PSYCHOLOGY
		0404	SOCIAL WORK
		0637	UC - INTERDISCIPLINARY STUDY





# Support Services

In addition to the extensive resources within each of Adelphi's in

## **C** **C** **D**

Post Hall

Patricia D. Mitchell, Director

Email: [mitchell@adelphi.edu](mailto: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 stude

### 30 SUPPORT SERVICES AND RESOURCES

stance abuse issues. A drug and alcohol counselor is available by appointment at (516) 877-3646.

#### **Peer Counseling**

University Center 310

Email: <http://students.adelphi.edu/sa/scc/pcc.php>

The Peer Counseling Center is a crisis intervention telephone hotline and drop-in center staffed by carefully trained Adelphi undergraduate students. The Peer Counseling Center Hotline can be reached by calling (516) 877-3663, or by coming to University Center 310. Peer counselors are trained and supervised to respond to students' request

vices to include children 18 mont

## **I m m u n i z a t i o n R e q u i r e m e n t s**

The Health Services Center provides information on immunization requirements and maintains all health forms required by the University. New York State Immunization Law requires all students registered for 6 or more credits, born after 1956, to have 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>



they can enter a ticket describing the problem. Each ticket is assigned a unique number, which enables students to check the status. To report a problem, students can access eCampus, Adelphi's portal system, at <http://ecampus.adelphi.edu>. Select the "Services" tab and launch the work order system.

OITR organizes

#### **34 SUPPORT SERVICES AND RESOURCES**

deaf or hard of hearing, and handicapped parking permits.

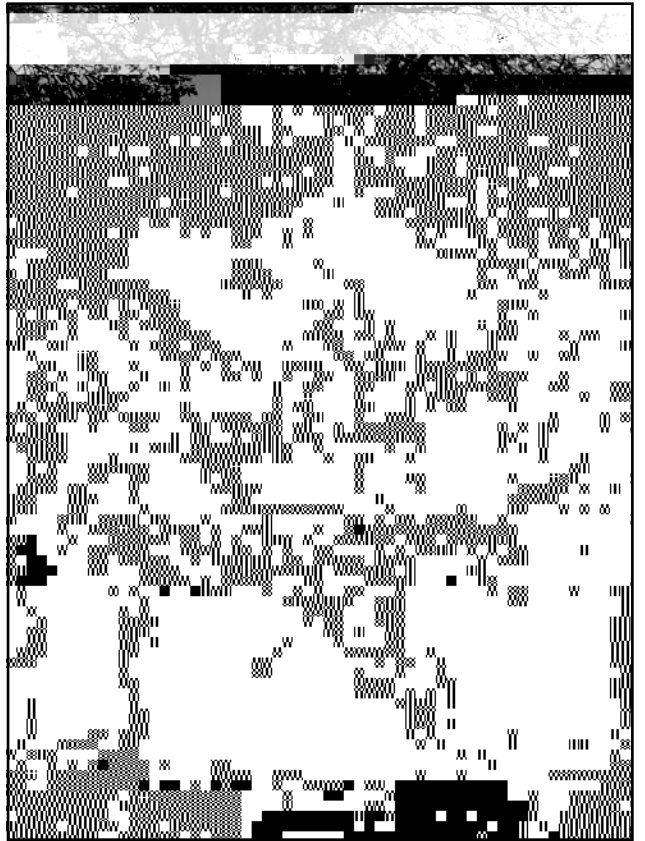
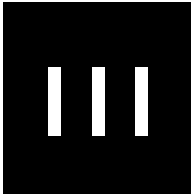
In addition, assistive technology is available for students with disabilities (for example, Kurzweil, JAWS, Magic, and Dragon). The Office of Disability Support Services also arranges for such accommodations as modified residence hall facilities, accessible classroom seating, and classroom relocation to accessible sites.

To apply for accommodations, the student must co

the semester, as the need arises. Appointments are not necessary (although they can be made online at [learningcenter@adelphi](mailto:learningcenter@adelphi)).

**36 SUPPORT SERVICES AND RESOURCES**

are available to provide instruction



# C u u S u v L v

## S u v A .

University Center 108

Office of Dean of Student Affairs

<http://students.adelphi.edu/sa/dean/>

Adelphi is committed to the success of every student. To this end, the University offers a wide range of services, programs, and activities to enhance students' academic experience, sense of community, and overall well being. Cocurricular activities—social, artistic, scholarly, athletic—offered in comfort

As a member of the 11-year-old New York Collegiate Athletic Conference, the athletic program won the coveted Commissioner's Cup six times since 1997, including four times in the last five years. This "Cup" is the









**P**

Physics/Optics Master of Arts

Physics "7-12"\* Master of Arts

**S**

Social Studies "7-12"\* Master of Arts

**S**

Spanish "7-12"\* Master of Arts

\* See also School of Education.

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

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equivalent of a full year of additional graduate study must be successfully completed to qualify for the award



**Numbered Courses**

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

- a Comma courses

## W A I V E R S

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

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## A A H S

Blodgett Hall 302

David Hornung, Chair, Director Master's Program  
Email: [hornung@adelphi.edu](mailto:hornung@adelphi.edu)

Professors  
Hugh Crean  
Thomas McAnulty

Assistant Professors  
Andrea Begel  
Carson Fox  
Jennifer Maloney  
Kellyann Monaghan  
Jean Sorabella

Associate Professors  
David Hornung  
Geoffrey Grogan

Director, Graphic Design Studios  
Dale Flashner

The department

some of the art faculty and to visit the studio facilities. Slide portfolios are also acceptable for those students from abroad or living at some distance from the University.

**C u . R u . . M.A.**

## B

Science Building 103

Lawrence Hobbie, Chair

Email: [hobbie1@adelphi.edu](mailto:hobbie1@adelphi.edu)

George K. Russell, Director of Graduate Studies

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

Professors

A. Coolidge Churchill,  
Emeritus

Deborah F. Cooperstein

Carol Diakow

James K. Dooley

Lawrence Hobbie

Gayle D. Insler

George K. Russell

Benjamin Weeks

Associate Professors

R. David Jones

Assistant Professors

Tandra Chakraborty

Jonna Coombs

Matthias Foellmer

Alan Schoenfeld

Andrea Ward

**M** **S** **B**

**P** **H**

**P** **T**

**S** **R**

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

At Adelphi, stude



The biotechnology program offers two tracks, a research thesis track and a scholarly paper track:

† C V d M R C T Y E Y V d e R T \ + \$ \$ T d U Z e d  
 minimum, 36 credits recommended for  
 biotechnology concentration

† D T Y ] R c j A R a V c e R T \ + \$ \$ T d U Z e d

Because of the value of an extended research experience in preparing students





Microbiology Lab  
(4 credits)

CHE 571/572 Biochemistry—I & II  
(8 credits)

The following three courses in business  
(9 credits total, 3 credits each):

ACC 500 Financial—Accounting

BUS 551 Legal and Ethical—  
Environment (intellectual  
property issues)

MGT 561 Management—Theory/  
Organizational  
Behavior

One of the following business courses is  
recommended but not required (3 credits):

BUS 580 Marketing, or—

BUS 689 Persuasive—  
Communication and  
Negotiation

For the

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# Emergency Management

*Bad* 102

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K.C. ☎ ☎ ☎

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**M u & S u & s:**  
Students must submit:





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ENV/BIO 567	Environmental Pollutants and Disease
ENV/BIO 625	Community Ecology and Evolution
ENV/POL 560	International Environmental Policy

**B1. Graduate Human Ecology:**  
**SEH 701**

Environmental health is a recently defined area of study that includes diverse fields such 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. Graduate Human Ecology:**  
**SEH 702**

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 e

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## Mathematics

Alumnae Hall 111

William Quirin, Chair

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

### Professors

Robert Emmett Bradley

David Lubell

Walter Meyer

William Quirin

### Associate Professors

Stephen Bloch

Robert M. Siegfried

### Assistant Professors

David Chays

Lee Stemkoski

Christopher Storm

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

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

Please consult the course offerings for descriptions of these courses.

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## Music

Post Hall, Room 22

Christopher Lyndon-Gee, Chair

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

### University Professor

Paul Moravec

### Associate Professor

Christopher Lyndon-Gee

### Assistant Professor

Sidney Marquez Boquiren

Georgia Newlin

## Choral Workshops

The graduate choral workshops expand the music department's curriculum and further its goal of offering comprehensive instruction in the field of musical performance, education, and research. For more information, contact the chair of the department at [lyndongee@adelphi.edu](mailto:lyndongee@adelphi.edu) or call 845.365.1100.

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# P

Blodgett Hall, Lower Level

Gottipaty Rao, Chair  
 Email: rao@adelphi.edu

Professors	Assistant Professors
Henry F. Ahner	Sean Bentley
John P. Doohar	
Martin H. Garrell	Research Coordinator
Eugene Hecht	Andreas Karpf
Gottipaty N. Rao	
	Adjunct Professors
	Maureen Karpf
	Patricia Panatier

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

into the nature of the universe.

gas detection

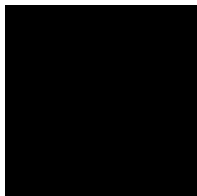
Admission and financial aid decisions will be made separately. Applications for financial aid, fellowship, or assistantship will be considered separately.

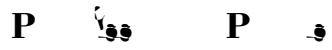
The program with a concentratio

a p









The Gordon F. Derner Institute of

the following general principles: the clinical psychologist should have a core of knowledge and training common to all psychologists; the program should be of at least four years' duration, combining academic and clinical training, including an internship; preparation should be broadly directed toward both research and professional goals rather than simply technical skills; courses should be developed in sequence and be complementary rather than overlapping; the faculty should

effective entry-level counselors mental health counselors in a variety of settings including schools, community agencies, hospitals, business and industry, and clinics. It complies with the standards for state and national accrediting groups Council for Accreditation of Counseling and Related Educational Programs (CACREP). After fulfilling all requirements, students must work in the field under appropriate supervision for 3,000 hours before sitting for the New York State licensing exam in mental health counseling.

**The M.A.S.P.**

enables students to practice in a school setting using integrated skills, such as providing comprehensive

Psychoanalysis and Psychotherapy. Founded in 1963, the Center provides affordable and effective psychoanalytic psychotherapy services. All are experienced licensed mental health professionals with advanced training in psychoanalysis and psychotherapy.

**O -C      us C      ss !s**

In addition to classes at the main campus in Garden City, the Derner Institute offers some classes for the Master of Arts (M.A.) in general psychology, the Master of Arts (M.A.) in mental health counseling, and the Master of Arts (M.A.) in school psychology at Adelphi's Hauppauge Center. The Center

courses in which the student received a minimum grade of B.

## **G u   R u   v   v   s**

Students are required to earn grades of B or better in all courses in order to remain in the program. If a grade less than B is earned in any course, the student must meet with the program director and will be placed on academic probation; the student may also be subject to dismissal.

Grades below B will not count toward graduation.

**P        S u**

Fall

MPS 666        The Criminal Mind (prerequisite  
for 669)

MPS 667        Family Violence

MPS 626        Special Topics: Child Custody  
Evaluations

MPS 656        Statistics

Spring

MPS 669        Profiling the Homicidal Offender  
(prerequisite 666)MPS 626        Special Topics: Forensic  
Assessment

MPS 606        Research Methods

## Psychology

Courses are three credits unless noted otherwise.

### Psychology Fundamentals (15 credits)

#### Required Courses

MPS 603 Psychopathology, Personality,  
and Diagnosis

SPY 602 Psychoanalytic Theory

#### Variable Courses (choose 6 credits)

MPS 602 Theories of Personality

MPS 607 Developmental Psychology

MPS 609 Consciousness and Cognition

SPY 702



speakers, films, plenary meetings, and faculty or student presentations.

For the clinical psychology program and the respecialization program, the supervised clinical practice begins in the first year with assignments to a clinical facility for one day a week, along with two cli

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

Spring  
PSI 804  
  
PSI 819

Concentration Case  
Conference II (1.5 credits)  
Continuing Doctoral  
Supei

**Thesis**

Fall

- PSI 743 Psychological Research IV
- PSI 800 Psychotherapy Case Conference III (0 credits)
- PSI 812 Clinical Practice III: Psychotherapy Practicum
- PSI 832 Cognition
- PSI 833 Disorders of the Self
- PSI 850 Ethics and Professional Issues
- One Elective

Spring

- PSI 739 Humanistic, Cognitive, Behavioral Approaches to Psychotherapy
- PSI 801 Psychotherapy Case Conference IV (0 credits)
- PSI 813 Clinical Practice IV: Psychotherapy Practicum
- PSI 817 Continuing Doctoral Thesis Supervision
- PSI 834 Multicultural Issues I: Sex and Gender
- PSI 835 History and System of Psychology
- One Elective

**Fundamentals**

Fall

- PSI 803 Concentration Case Conference I (1.5 credits)
- PSI 818 Continuing Doctoral Thesis Supervision
- PSI 824 Physiological Psychology
- PSI 831 Group Dynamics
- PSI 851 Colloquium I (0 credits)
- One Elective

PSI 833 Disorders of the Self  
PSI 834 Multicultural Issues I:  
Sex and Gender

Spring  
PSI 801 Psychotherapy Case  
Conference IV (0 credits)

PSI 813 Clinical Practice IV:



seminars, supervised evaluation required. Three years average time to completion of the program.

## **I n d e p e n d e n t S t u d y**

The purpose of independent study is to allow the student to pursue academic interests which may not be adequately covered by or available within the regular course offerings. Students who demonstrate the ability to und









communication skills, critical thinking skills, and leadership. The faculty is integrally involved in the learning assurance process and engages in the continuous improvement of the curriculum.

## Ph.D. in Business Administration

### Ph.D. in Business Administration

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

Degree in Management

Specializations:

- (1) Accounting
- (2) Corporate Finance and Investments
- (3) Health Services Administration
- (4) Human Resources/Management
- (5) Marketing
- (6) M.I.S.: Management Information Systems

## Ph.D. in Business Administration

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

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

## Ph.D. in Business Administration -M.S. in Human Resource Management

## Ph.D. in Business Administration

The M.B.A. program has the following unified structure:

### Prerequisite Courses

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

### Foundation Core

The foundation core, or common body of knowledge component of courses, is designed to provide a solid foundation in each of the func-

tional areas of business, statistics, economics, finance, management information systems, marketing, management, and business ethics. It also teaches the student to integrate material across the different disciplines. These courses are the "building-blocks" for the more advanced courses.

### Advanced Core Courses

This component of courses examines 21st century management issues on a macro and global level, and is designed to enrich the student's professional and learning experience.

These courses provide every student with the knowledge to compete in a global marketplace, as well as to manage and grow a global enterprise.

### Specialization and Electives

Depending upon interests and career objectives, students can make the focus of their M.B.A. program as broad or as narrow as they wish. Those seeking a broader course of study can select from advanced elective courses that span the entire spectrum of the business curricula. Specialization is available to those whose interests lie in one of the more traditional management spheres. These are outlined in greater detail on the following pages. Students opting for a specialization choose their electives from a prescribed



ACC 707 Auditing and the Computer  
ACC 708 Seminar in Accounting Theory  
HHM 771 Hospital and Healthcare Policy  
and Management  
HHM 772 Organizations of Systems for the  
Delivery of Healthcare  
HHM 773 Health Resources and Manpower  
Management  
HHM 774 Legal Aspects of Healthcare  
HHM 776 Hospital and Healthcare Finance

**F**

FIN 510 Securities Markets  
FIN 634 Corporate Finance II  
FIN 713 Seminar in Finance  
FIN 737

**84 SCHOOL OF BUSINESS**

only, 8:00 a.m. to 5:00 p.m., on the Garden City campus. The first two Saturdays of the program are orientation modules covering: environmental/organizational factors, ec





before an I-20 form can be issued.  
Application deadlines for internati

**88 SCHOOL OF BUSINESS**

The Career Center also holds special receptions for employ



**T O C P**  
A maximum of six





# Ru S. A S E u

Harvey Hall 130

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

Perry Greene, Associate Dean  
Patrice Armstrong-Leach, Assistant Dean

## Professors

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

## Associate Professors

Srilata Battacharyya  
Lucia Buttaro  
Elizabeth DeFreitas  
Sarah Doolittle  
Perry Greene  
Crystal E. Kaiser  
Esther Kogan  
Ellen Kowalski  
Susan Lederer  
Robert Linné  
Patricia A. Marcellino  
Carl Mirra  
Anne Mungai  
William J. Niles  
Evelyn O'Connor  
H. Robert Perez  
Fran Redstone  
Stephen S. Rubin  
Elaine S. Sands  
Janet R. Schoepflin  
Yula Serpanos  
Stanley Snegroff  
Lori B. Wolf

## Assistant Professors

Cindy Arroyo  
Angela Beale-Tawfeeq  
Leigh D. Benin  
Lyudmila A. Bryzzheva  
Diane Caracciolo  
Alan R. Cohen  
Jenine DeMarzo  
Anne Gibbone  
Darryl Gordon  
Jean Harris  
Tracy Hogan  
Greg Letter  
Lillian Muofhe  
Miriam Pepper-Sanello  
Paul Rukavina  
Tamara Sewell  
Diana Schwinge  
Mikyung Sim  
Shilpi Sinha  
Dante Tawfeeq  
Rita Verma  
Laraine Wallowitz

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

† **S** **Ju** —we recognize learning as a sociocultural dynamic and therefore seek to frame our learning and service within the cultural, historical, and mate

**I. D**  
**C u S**  
**D**

Master of Science in Communication  
Disorders  
Specialization in Speech/Language  
Pathology

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**D** **u** **S**  
**C** **u** **S**  
**D** **S**

Hy Weinberg Center

Susan H. Lederer, Chair

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

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

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 three 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.

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to complete a form for official matriculation into the master's program.

**Note:** The department strongly advises non-undergraduate majors to take as many pre-



**N S C  
S u S T  
L u D (TSSLD)**

Fran Redstone, Coordinator

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 core pedagogical

**A**      **M**  
**E**      **P** u

The program is open to students who have already completed a master's degree in speech-language pathology from an a

3. Computer Programming: Demonstration of competence in developing a computer program suitable for use in an experimental design with a normal and/or a clinical population.
4. Advanced Statistical Design: Demonstration of competence in employing an advanced statistical design to process data gathered from an experimental or descriptive study of a clinical or normal population.
5. Research Design: Demonstration of competence in developing a research design for an experimental or descriptive study of a clinical or normal population.

**R** **R** **u** **E** **T** **1** **1** **9** /

**102 COMMUNICATION SCIENCES AND DISORDERS**

SPH 864	Practicum in College Teaching (2 credits)
SPH 890	Independent Study
SPH 895	Doctoral Thesis Seminar
SPH 896	Thesis Research (1 credit)
SPH 897	Thesis Research (1 credit)
SPH 898	Thesis Research (1 credit)
SPH 899	Thesis Research (1 credit)
PSI 644	Advanced Psychological Statistics

\*A minimum of six credits in three different areas

**Electives**

Courses are three credits unless noted otherwise.

SPH 672	Communication Systems for I
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† DaWTY R\_U 9VRz\_XDTZ\_TVd

†

104 COMMUNICATION SCIENCES AND DISORDERS

- SPH 659 Clinical Seminar in SLP  
(0 credits)
- SPH 829 Clinical Project Seminar  
(3 credits)
- SPH 850 Advanced Audiology Practicum I
- SPH 851 Advanced Audiology Practicum II
- SPH 855 Clinical Externship and Seminar  
(1 credit)

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**T** **D** **I**  
**Cu** **u** **u**  
**I** **u**

Harvey Hall

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

Our courses and curricula reflect a respect for diversity, and a mission to prepare teachers to enter the teaching4profession with pride, a commitment to scholarship, a shared wisdom of how students think and learn, and demonstrable skills and abilities. The department of curriculum and instruction consists of a dedicated community of scholars with a deep commitment to innovative scholarship and teaching.

The Ammon School of Education and the department of curriculum and instruction within it advocate six core values: scholarship, reflective practice, social justice, inclusive community, wellness, and creativity and the arts. These core values3which are fully explained under "Professional Philosophy" at the beginning of this chapter, are at the heart of our mission.

While each progr

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The programs in the department of curriculum and instruction are registered with the New York State Department of Education to recommend initial and professional teacher certification

of a child. In addition, differences of culture, language, ethnic background, gender and ability among children permeate every aspect of the curriculum. Candidates wi

<b>R</b>	<b>B</b> (6 credits)
EYC 820	Student Teaching in Early Childhood Settings (6 credits)
OR	
EYC 851	Student Teaching 1 & 2 in Early Childhood Settings for Uncertified Early Childhood Teachers (6 credits) (fall or spring)
OR	
EYC 852	Student Teaching 1 & 2 in Early Childhood Settings for Uncertified Early Childhood Teachers (6 credits) (summer)

**TRACK II: I -S M.A.**

Courses are three credits unless noted otherwise. This track requires a minimum of 30 credits and a maximum of 37 credits, depending upon waived courses.

Courses marked with an asterisk (\*) may be transferred if appropriate coursework (graduate or undergraduate) is presented. Graduate course substitution will be required to meet the minimum of 30 credits.

<b>E</b>	<b>B</b> (14 credits)
EYC 650	Facing History: Roots of Early Childhood Education and Foundations for Practice
ECH 600	Childhood Development
EEC 600*	Introduction to Special Education
EYC 655	Children's Play: A Source of Development and Learning
EYC 660	Assessment, Observation and Documentation in Early Childhood Settings (2 credits)

<b>S</b>	<b>B</b> (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 (2 credits)
EYC 720*	Science and Technology in Early Childhood Education (2 credits)
EYC 665	Artistic & Creative Expression in Young Children (2 credits)
HED 610*	Health Promotion for Teachers (1 credit)
EYC 801	Field Experience and Classroom Management for Uncertified EC Teachers (4 credits)

**I**

Choose a minimum of three one-credit 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

<b>R</b>	<b>B</b> (3 credits)
EYC 821	Practicum in Early Childhood Settings for Teachers Certified in Other Areas
OR	
EYC 822	Summer Practicum in Early Childhood Settings for Teachers Certified in Other Areas

**TRACK III: A C**

Courses are three credits unless noted otherwise.

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.

**E S B**

(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 & Documentation in Early Childhood Settings (2 credits)
EYC 665	Artistic & Creative Expression in Young Children (2

† aesthetic sensibility, passion, and personal vision, embracing beauty and imaginative possibility in their work; and

† and attend to their own growth through the practice of mindful and reflective self-examination.

The curriculum of the Childhood Education Program was designed to reflect this understanding of teaching and vision of education. It features:

† in scholarly study and

**Note:** The following nine credits may be taken at any time prior to student teaching.

**Student Teaching:** Choose one course (fieldwork required)

- EEC 600 Introduction to Special Education
- EEC 700 Families, Cultures and Learning
- EEC 710 Classroom Management

**Health Studies**

*Take the following course:*

- HED 610 Health Promotion for Teachers (1 credit)

**Professional Arts**

- ECH 595 Child Literacies: Literature, Culture and the Arts
- ELY 625\* Approaches to Teaching Literacy
- ECH 700\* Social Studies and Critical Literacy

\* Fifty hours combined fieldwork required.

**Electives**

- ECH 710\*\* Mathematics and Technology
- ECH 720\*\* Science and Technology

\*\* Fifty hours combined fieldwork required.

**Electives**

**Continuing Education**

- EDS 825 Master's Seminar: Inquiry in Teaching and Learning (must be taken prior to student teaching)

**Note:** Already NYS Certified classroom teachers are waived from student teaching and take a six-credit education elective in place of student teaching.

**Student Teaching (6 credits)**

Uncertified students not currently teaching childhood education must take:

- ECH 830 Student Teaching in Childhood Education Precertification (6 credits)

**Initial State Professional Master's (33 credits)**

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

**Required Courses (12 credits)**

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

**Area Courses (take in last semesters) (12–15 credits)**

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

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

**Education Electives (3–6 credits)**

**Life and Learning (3 credits)**

- EDS 652 Paradigms of Knowing
- OR
- Elective

**T M.A. P  
E , M , S  
S S u E u**

Leigh Benin, Program Director

Our view of adolescence, as well as teacher development, is holistic. That is, we believe values and personal growth should be nurtured as well as skills and knowledge in any formulation of curriculum. In line with our emphasis on holistic education is our belief in the value of creative expression

## 112 CURRICULUM AND INSTRUCTION

EAR 500–505 Exploring the Arts Elective  
(choose one)

EDO 603\* Adolescent Experience

EEC 560\* Managing Inclusive  
Environments

\*English and math education majors take these courses simultaneously. Include 50 hours of combined fieldwork.

EDO 603\* Adolescent Experience

EDO 518\* Instruction and Assessment in  
Social Studies Education

OR

EAE 517 Instruction and Assessment in  
Science Education

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

## F , 2

All adolescence education candidates take the following:

EDO 860 Masters Seminar in Adolescence  
Education

HED 610 Health Promotion for Teachers  
(1 credit)

Graduate elective in education or in mathematics, science, history, or English under advisement

Adolescence education candidates choose one of the following six-credit sequences as appropriate:

EDO 511 Instruction and Assessment in  
English Education

(Requires 50 hours fieldwork for English education majors.)

Graduate course in English under advisement

EDO 513\* Instruction and Assessment  
in Mathematics Education

EDO 613\* Secondary Mathematics Content,  
Pedagogy and Assessment:  
Learning with Master Teachers

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

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







the following six Core Values of our Conceptual Framework: Scholarship, Reflection, Social Responsi

**116 CURRICULUM AND INSTRUCTION**

**Fieldwork 2: Portfolio**

Candidates must submit pre-student teaching portfolio (Synthesis Point) to their adviser for clearance.

EBE 602\* TESOL II: Developing Literacy & Technology Skills in Content Areas

EEC 710\* Classroom Management

OR

EEC 560\* Managing Inclusive Environments

\* 25 hours of fieldwork required

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

**Fieldwork 2: Portfolio (9 credits)**

Candidates must submit graduation portfolio (Reflection Point) to their adviser for clearance.

EBE 825 Master's Seminar in TESOL

EBE 820 TESOL Student Teaching

**M.A. TESOL (ESL):**

**Non-Certified**

**(36 credits)**

This program does not lead to New York State certification.

The M.A. in TESOL is designed for i

- L**
- ELY 521 Literacy for Young Adults
  - ELY 545 Children's Literature (B-6)
  - ELY 602 The Reading-Writing Connection
  - ELY 603 Literature in Middle and Secondary Schools
  - ELY 723 Multicultural Literacy in Classrooms K-12

- EBE 821 Practicum in TESOL for Teachers Certified in Other Areas (fall or spring)
- OR
- EBE 822 Practicum in TESOL for Teachers Certified in Other Areas (summer)

**A C**

**TESOL (ETE) (24 )**

This program was designed for teachers with valid professional (permanent) certifications in areas other than TESOL.

Candidates must submit pre-clinical practice portfolio (Synthesis Point) to their adviser for clearance.

Courses are three credits unless noted otherwise.

**R u C u** (21 credits)

- EBE 600\* Foundations of Bilingual and Multicultural Education: Theory and Practice
- EBE 601\* TESOL I: Developing Literacy & Language Arts Skills in the ESL Classroom
- EBE 602\* TESOL II: Developing Literacy and Technology Skills in Content Areas
- EBE 620 Linguistics for Teachers: Psycho/Structural Considerations
- EBE 630 Structure of English: Pedagogical Grammar for TESOL
- EBE 720 Assessment Considerations for Bilingual and ESL Populations
- EBE 721 Theories of Second Language Acquisition: Socio/Cultural Considerations

\* 25 hours of required fieldwork

**R P** (3 credits)

Candidate must submit graduation portfolio (Reflection Point) to their adviser for clearance.

**O B u**

**E u E s**

**A C P**

**(24 )**

This program is for candidates who already hold professional (permanent) certification in special edu





**T M.S. P L**

Anne Mungai, Program Director

**T M.S. L**





122 CURRICULUM AND INSTRUCTION

- ELY 800 Organizing, Supervising and Reforming Literacy Programs
- ELY 801 Seminar in Literacy II (ELY 753 prerequisite)

**L** **C**  
**B** **G** **6 (18-** )

- C** **R** **u** **o**
- ELY 601 Seminar in Literacy I (prior or corequisite with ELY 750)
  - ELY 602 The Reading-Writing Connection
  - ELY 750\* Assessing and Addressing Literacy Needs I
  - ELY 751\*\* Assessing and Addressing Literacy Needs II
  - ELY 753/755 Practicum in Literacy I
  - ELY 800 Organizing, Supervising and Reforming Literacy Programs
  - ELY 801 Seminar in Literacy II (ELY 753 prerequisite)

**L** **C**  
**G** **5** **G** **12 (18-** )

- C** **R** **u** **o**
- ELY 601 Seminar in Literacy I (prior or corequisite with ELY 750)
  - ELY 603 Literacy in the Middle and Secondary Schools
  - ELY 751\*\* Assessing and Addressing Literacy Needs II
  - ELY 753/755 Practicum in Literacy I
  - ELY 800 Organizing, Supervising and Reforming Literacy Programs
  - ELY 801 Seminar in Literacy II (ELY 753 prerequisite)

\*Adviser approval required\*\*Prerequisites apply

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 forei

**124 CURRICULUM AND INSTRUCTION**

- EEC 630 Human Development; Cognition, and Teaching Families, Cultures, and Learning
- EEC 700 Team Collaboration
- EEC 705 Classroom Management
- EEC 710 Formal and Informal Methods of Assessment
- EEC 720 Math and Science Technology Education for Special Education Students
- EEC 740 Methods of Instruction
- EEC 750 Master's Seminar in Special Education (Research II)

**S u : 33**

**O r C u**

Courses are three credits unless noted otherwise.

- 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 (Prerequisite: ELY 625)
- HED 610 Health Promotion for Teachers (1 credit)

**O u : 10**

**S u T /R P**

- EEC 820 Student Teaching in Special Education and Childhood Education in Inclusive Settings and Seminar (6 credits)

**T u : 49 55**

**T M.S. C**  
**S E u I u**  
**S Du C**  
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EEC 700	Families, Cultures, Professionals and Children: Collaborating for Children with Special Needs
EEC 705	Team Collaboration
EEC 710	Classroom Management
EEC 720	Formal and Informal Methods of Assessment
EEC 740	Math and Science Technology Education for Special Education Students
EEC 750	Methods of Instruction
EEC 800	Master's Seminar in Special Education (Research II)
ELY 630	Literacy for the Exceptional Child (Prerequisite: ELY 625)
<b>S u m m e r P r a c t i c u m</b>	
EEC 821	Practicum in Special Education for Teachers Certified in Other Areas
OR	
EEC 822	Summer Practicum in Special Education for Teachers Certified in Other Areas

**T h e M a s t e r o f S p e c i a l E d u c a t i o n**

Crystal Kaiser, Program Director

In keeping with New York State regulations, candidates who wish to become early childhood special educators must possess (regular education) certification for the same age level (birth through grade 2) or earn such certification in one of our dual certification programs. We offer four programs; each designed to meet the unique needs of candidates who have had different levels of preparation.

A master's degree and a current New York State Certification in any area other than special education is required for entrance into this program.

All prerequisite and foundation core courses are subject to waiver review. If core courses are waived they must be replaced with approved graduate-level courses.

**P r e s e n t S u**

Manhattan candidates must take one course (their choice) on the Garden City campus.

Courses with an \* have requi

to

**126 CURRICULUM AND INSTRUCTION**

EEC 705            Team Collaboration  
EEC 750            Methods of Instruction\*  
                          (25 hrs)

**S u    T    /R    P**  
**P**  
Upon successful completion o







- ECS 720\* Positive Behavioral Support and Applied Behavioral Analysis: Self, Individual and Group Management in Early Childhood
- ECS 800\* Masters Seminar in Early Childhood Special Education: Authentic Research and Advocacy

**IV. P u E C S**  
**E u** (3 credits)

Any single selection of three credits; all advanced sequence courses to be completed first. Adviser signature

**130 CURRICULUM AND INSTRUCTION**

**II. E C S E u (ECS) A S u (12 credits)**

ECS Foundations courses must be completed prior to the following:

- ECS 700\* Authentic Infant and Early Childhood Identification, Assessment and Progress Evaluation
- ECS 710\* Inclusive Curriculum, Methods and Teaming for Infants and Young Children with Disabilities (Prerequisite: ECS 700)
- ECS 720\* Positive Behavioral Support and Applied Behavioral Analysis: Self, Individual and Group Management in Early Childhood
- ECS 800\* Masters Seminar in Early Childhood Special Education: Authentic Research and Advocacy (Adviser signature required, no online registration)

- EYC 550 Special Topics in Early Childhood Education (1 credit)
- EYC 552 The English Language Learner Student
- EYC 553 The Gifted Child (1 credit)
- EYC 554 Working with Paraprofessionals in the Classroom (1 credit)
- EYC 555 Block Building (1 credit)
- EYC 556 Sensory Learning (1 credit)

**III. P u S E C S E u (3 credits)**

All ECSE Advanced Sequence Courses must be completed prior to Practicum.

Either ECS 880, 890, 891, or 892 Practicum in ECSE and Clinical Seminar  
Adviser signature required. (No online registration)

**E S (P 3: I -S S ) (6 credits, based on advisement.)**

- ELY 545 Children's Literature
- EEC 620 Technology and Instruction
- EEC 700\* Families, Culture and Learning
- EEC 705 Team Collaboration
- EEC 725 Individual Evaluation in Special Education (Prerequisite: ECS 700)

- ECS 610\* Creating and Maintaining Family Partnerships for Infants and Young Children with Special Needs
- ECS 620\* Introduction to Inclusive Early Childhood Special Education: Preschool through Primary (Prerequisite: EEC 600)

**II. ECSE Foundations** (9 credits)  
 ECS Foundations courses must be completed prior to or concurrent with the following:

- ECS 700\* Authentic Infant and Early Childhood Identification, Assessment and Progress Evaluation
- ECS 710\* Inclusive Curriculum, Methods, and Teaming for Infants and Young Children with Disabilities (Prerequisite: ECS 700)
- ECS 720\* Positive Behavioral Support and Applied Behavioral Analysis: Self, Individual and Group Management in Early Childhood

**III. Practicum** (3 credits)  
 (Note: All ECSE advanced sequence courses must be completed prior to Practicum.)  
 Either ECS 880, 890, 891, or 892 Practicum in ECSE and Clinical Seminar. Adviser signature required. (No online registration)

Please consult the course offerings for descriptions of these courses.

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**E u** **Hu**  
**P** **S**

Woodruff Hall Gymnasium

Stephen Virgilio, Chair

**P**  
 Health education, physical education, and human performance science are disciplines or programs of study that relate to individuals at every stage of life: preschool, children, adults, and the aging. The impa



**Elective Requirement (if needed)**  
 EDS 601 School and Society  
 ECH 600 Childhood Development,  
 OR  
 EAE 603 The Adolescent Experience

**Elective/Cross Credits (minimum 9 credits depending on previous academic experience)**  
 Comparable courses and other academic experiences may be substituted.

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 Educators  
 HED 604 Aspects of Human Sexuality  
 HED 605 Issues in Community Health  
 HED 653 Environmental Health  
 HED 654 Mass Communication for Health Educators  
 HED 702 Intervention Techniques for Health Educators  
 HED 791 Independent Study  
 BIO 203/BIO 204 Anatomy/Physiology  
 OR  
 PED 501 Science Foundations (other course work may be substituted)  
 HED 538 Student Teaching for NYS certification (not toward M.A.)

**Note 1:** Evaluation of and credit for comparable course work may reduce certification credits needed; however, M.A. degree requires a minimum of 37 credits in 500 level courses and above. Student teaching (EDU 538) does not count towards the M.A. degree.

**Note 2:** Field Experience Requirement (course) Tj ET BT 100 0 10 75.395.2 Tm ( BT 1099 135.2 Tm (u)

and allowed to take additional electives at the advanced level in health education or in related fields, such as community health, exercise science, nutrition, environmental health, or physical education.

**Master of Arts in Community Health Education (37 credits)**

(Does not lead to initial teacher certification)

The Master of Arts in community health education is a 37 credit program, 28 credits in required courses and 9 credits in elective courses (depending on the candidate's prior course work and experience), designed to prepare community health education specialists.

This program prepares students to meet the expanding need for health education professionals capable of







PED 646	Sport Media and Communications
PED 680	Computer Applications
PED 680	Sport Marketing
PED 680	Sport and Media
LES 670	Facilities Management

**D I P L O M A I N P H Y S I C A L E D U C A T I O N**

PED 500	Organization and Principles of Coaching
PED 501	Scientific Foundations of Physical Activity
PED 502	Care and Prevention/Injuries
PED 624	Nutrition and Physical Activity
PED 630	Psychology of Sports
PED 638	Sport in American Culture
PED 639	Sports Law

**G R A D U A T E P R O G R A M**

**EDUCATION (GATE) PROGRAM**

**PHYSICAL EDUCATION (66 CREDITS)**

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

GATE provides an alternative track for both initial and professional certification. Students without prior certification



PED 792 Internship in Adapted  
Physical Education Capstone  
(required)

PED 794 Fieldwork in Adapted  
Physical Education

**E** 6 (6 credits)  
Prer

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

<b>Business Education</b>	(3–9 credits)
BUS 651	Future Trends in Management
BUS 662	Entrepreneurship
MGT 561	Management Theory/Organizational Behavior
MGT 666	Leadership
MGT 770	Management of Technology
MKT 580	Marketing Management
MKT 582	Creative Problem Solving

**Interdisciplinary** (3–6 credits)

**Professional Education Certificate**

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

Please consult the course offerings for descriptions of these courses.

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**Requirements**

The performance of degree candidates within the Ammon School of Education is regularly assessed to ensure that they are meeting minimum standards to continue in their program of study. All degree candidates are required to successfully complete key benchmarks designated by their department faculty in order to maintain good standing within their program. In some programs the benchmarks include documentation of proficiency in professional standards as well as passing required New York State Teacher Certification Examinations. Benchmarks may be housed in specific courses and indicated on course syllabi; in some programs the benchmarks are not tied to specific courses but are aligned with professional standards in the program's field of study. All degree candidates in the department of curriculum and instruction are required to develop and maintain a professional portfolio, which will be assessed at key points during their program. Additionally, candidates who fall below their department's minimum GPA will be subject to probation and/or dismissal from their program. Please see your program handbook for further details.

In addition to meeting academic requirements, all candidates are required to demonstrate the professional behaviors and attitudes expected within their field. Candidates who do not demonstrate the expected dispositions, or behave in unprofessional, unethical ways, will be given opportunities for improvement, if appropriate, but may also be subject to dismissal from

their program or be blocked from student teaching, depending on the circumstances.

Degrees are conferred three times per year: May 31, August 31, and January 31. Candidates must apply

Application deadlines for international students  
are:

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- † DacZ\_X dV^ VcbVct ?` gV^ SVc"
- † Df ^^ VcDVcbZ \_dt > RcTY " Ž

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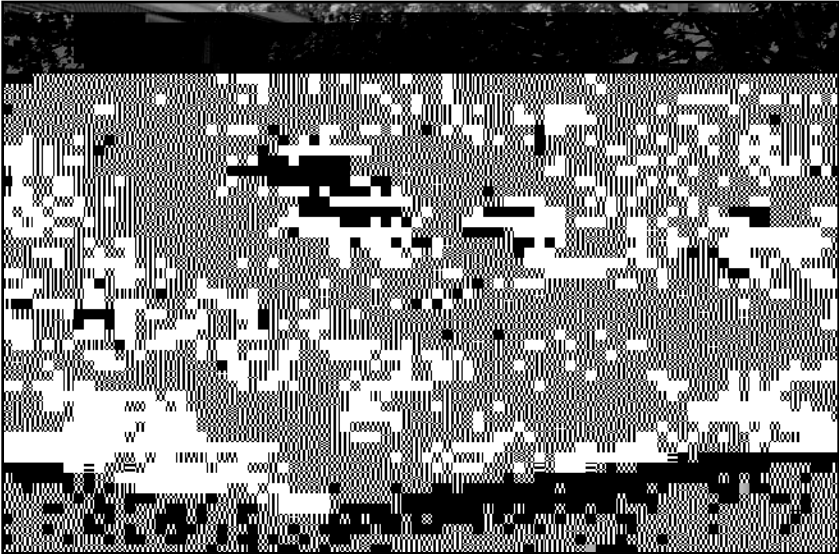
## **Su** **C** **E**

JoAnn Cosentino, Director, School and  
Community Partnerships

A supervised clinical experience, consisting of either student teaching or a practicum for teachers who are currently in the field, is provided for candidates completing their certification programs. Each experience is a full-time, daytime responsibility and includes a weekly seminar at Adelphi University. Specific course prerequisites







SCHOOL OF  
NURSING

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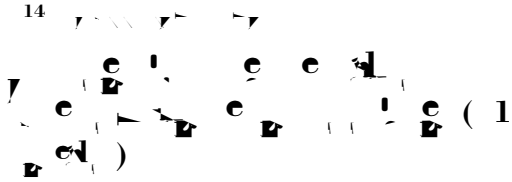
Patrick Coonan, *D*  
 Email: coonan@adelphi.edu

Ann Pierce, *A*, *D*, *A*, *A*  
 Jane White, *A*, *D*, *G*  
 Nancy Cole, *A*, *D*, *A*

Judith Ackerhalt, *D*  
 Stefni Bogard, *C*, *A*  
 Marybeth Ryan, *D*, *E*  
 Margaret Silver, *D*, *A*, *CE*, *D*  
 Jane White, *D*, *D*, (*B.*)

Patrick Coonan	Elizabeth Cohn
Jane White	Xiomei Cong
	Diane Dembicki
Judith Ackerhalt	Bonnie M. Ewing
Veronica Arikian	Maryann Forbes
Christine Coughlin	Sue Greenfield
Judith Forker	Mary Hickey
Erica Kathryn	Myrtle-Denise Pollard
	Wi

Members of the faculty assume that each  
stuL OF NUR



This 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 for

NUR 753 Capstone Project

NUR 753 (4 credits)

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

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- EMG 502 Epidemic and Pandemic Planning and Response
- MGT 561 Management Theory and Organizational Behavior
- NUR 652 Interventions for Human Responses to Disaster

- NUR 658 Leadership and Management of Disasters across the Continuum of the Public's Health (12 credits)
- NUR 659 Leadership and Management Practicum (for 658)
- NUR 613 Special Needs of Vulnerable Groups during Disasters
- NUR 605 Seminar in Clinical Leadership

(21 credits)



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

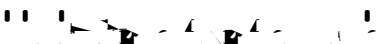
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Course selection depends on student's preparation in education. Plans

Requirements for the Post-Master's Certificate Program must have a master's degree in nursing.

F / R / L / M / E

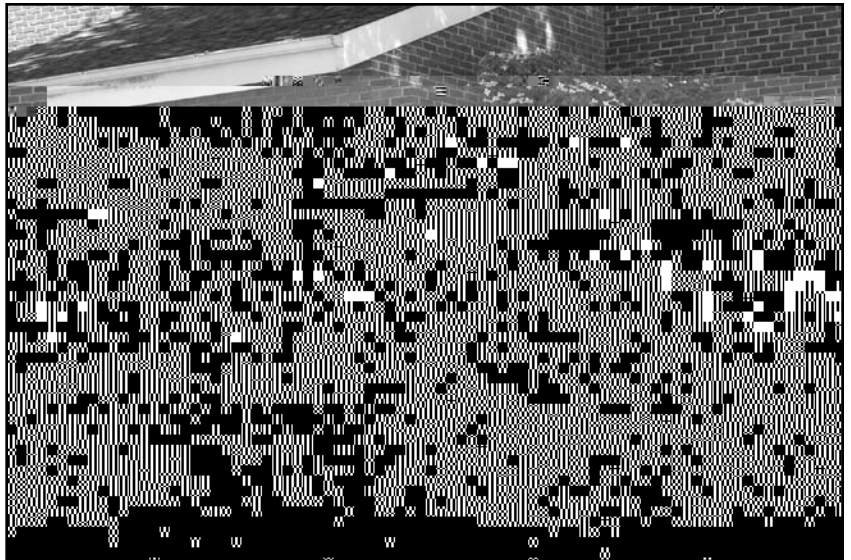




The School of Nursing Acting for Progress  
(SNAP) is an orga



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SCHOOL OF  
SOCIAL WORK





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groups, and communities. In the second year, students complete a minimum of 600 hours of field instruction in advanced, direct social work practice. Advanced Standing students may, in certain instances

SWK 780      Advanced Social Work  
Practice with Individuals

SWK 7XX      Elective

SWK 790      Field Instruction III

(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 Prac-  
tice with Families/Couples

SWK 791      Field Instruction IV

The requirements for admission to the M.S.W.  
program are based on prior academi





## 1. Transfer of Credit

courses completed for graduate credit can be transferred.

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

## 2. Course Waivers

Course waivers are granted selectively on an individual basis. Students who have taken an undergraduate course similar to an Adelphi social work course may request a course waiver. A transcript, 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 assistant dean, in consultation with the sequence chair, assesses the degree to which the assistant course corresponds to the Adelphi course. If the course does correspond, the



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Admission to the Manhattan program is handled

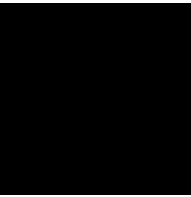




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rience but has made a contribution to social  
work knowledge in professional publi



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UNIVERSITY  
COLLEGE

## University College

Shawn O'Riley, *Executive Director*

*Chair*

Hagedorn Hall, Room 201H

(516) 877-3404

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

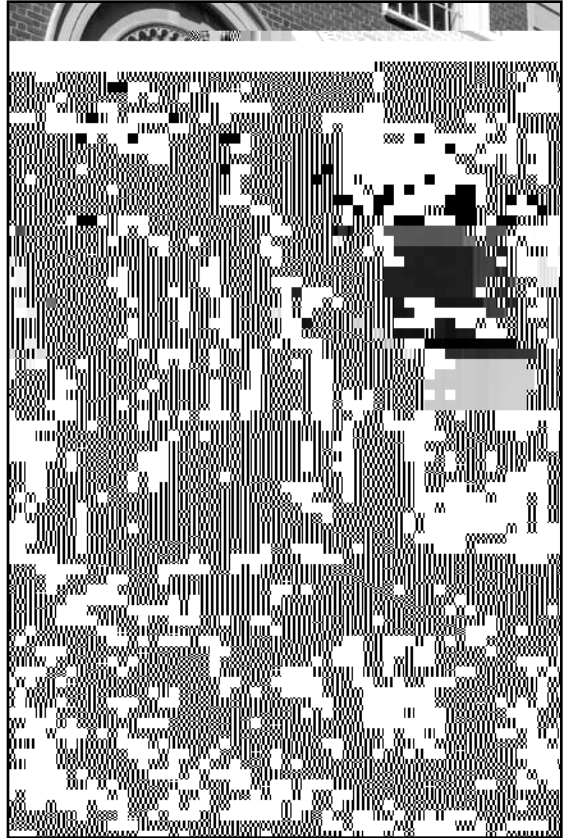
Emily Wilson, *Associate Director*



## Who Should Apply

Students who are interested in careers in emergency service administration and management should apply. This could include firefighters, police officers, military officers, emergency medical technicians, private security officers and administrators, federal, state and local emergency administration officials, homeland security officers, publicly elected officials, hospital administrators, community service organization administrators, coast guard officers, and anyone else interested in or cur-

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# ADMISSIONS

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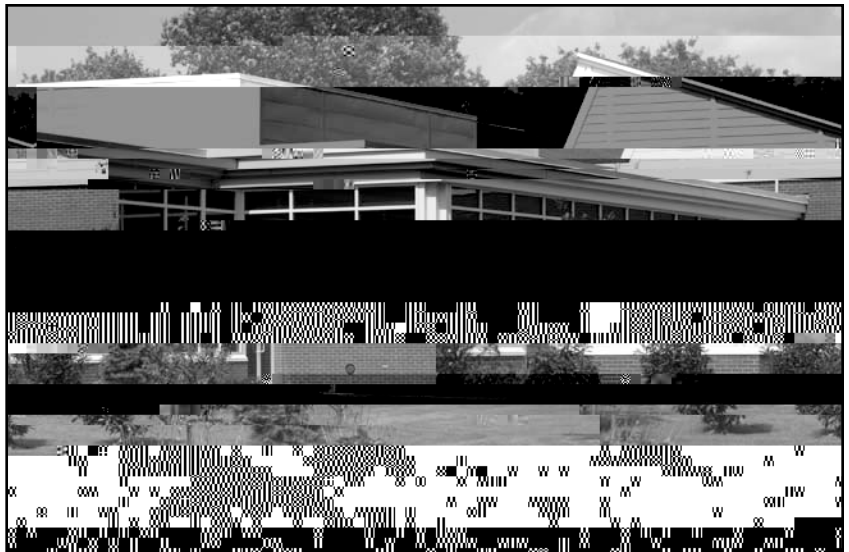
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Applicants must hold a baccalaureate degree from a regionally accredited college or university. The following supporting documents should be submitted to the Office of



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





# EXPENSES AND FINANCIAL AID

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The Office of Student Financial Services must be consulted for the current tu



Refunds are computed as of the date the Registrar is notified of the withdrawal. The date of the request will determine the tuition liability for the semester.

Nonattendance in a course does not constitute an official withdrawal. Students will be held responsible for payment of all tuition and fees until an official withdrawal is presented to the Registrar.

Refunds do not depend upon the number of class sessions held or attended. Failure to complete payment is not an official withdrawal. A student who is suspended or dismissed, or who withdraws when under investigation for misconduct, shall not have tuition refunded for the semester in which action is taken.

All refunds from credit balances must be requested in writing each term from the Office of Student Financial Services.

All students who withdraw from the University prior to the first day of classes will receive a credit for all tuition and fees less the mandatory administrative fee.

Students enrolled in courses that meet for fewer than 10 weeks will receive 100% credit for courses dropped prior to the first day of class. Students dropping courses during the first week of class will receive 75% credit. After the first week of classes there is no refund.

Students who have paid their bill with MasterCard/Visa will receive as their refund a char



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

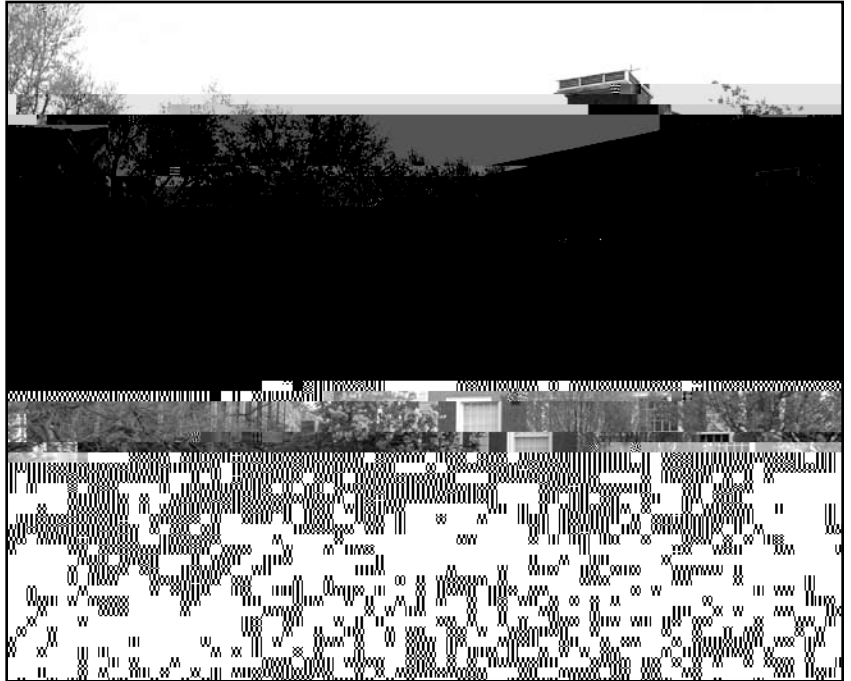
Students who withdraw from the University before the end of an academic term may be required to repay a portion of their financial assistance.





Adjustments to student's financial assistance award may be made at the discretion of the Office of Student Financial Services. Some common reasons for adjustments are change in budgets (for example, if the student moves from University housing to private housing), documentation of incorrect income and asset information, change in student's circumstances, awarding of outside or academic scholarships, or any other change in information that in the opinion of the Office of Student Financial Services justifies a change in the financial assistance awards.

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RULES AND  
REGULATIONS



### Attendance

Only students who have been registered by the Office of the Registrar may attend courses at the University. Adelphi students make a commitment to be active participants in their educational program; class attendance is an integral part of this commitment. A

Students are expected to be present promptly at the beginning of each class period, u

being offered and describes the procedures, terms, and conditions of registration.

During the registration period, students must report directly to their academic advisers for advice and endorsement of their programs. A preprogramming period is held toward the end of each semester, during which currently enrolled students may, by appointment with their academic advisers, select their programs in advance for the following semester.

There are several ways to register at Adelphi:

Priority registration begins in late fall and spring and continues until the first day of classes. It is an opportunity for students to select the courses in which they wish to enroll the following semester.

Late registration begins on the first day of the semester. See the "Academic Calendar" section in this *B*.

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

- † are currently registered at Adelphi;
- † are currently registered at Adelphi (see section titled "University Admissions Policy");
- † are currently registered at Adelphi;
- † are currently registered at Adelphi and have not been dismissed, suspended, expelled, or withdrawn from the University;
- † are currently registered at Adelphi and are in 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.

Students wishing to maintain their status as graduate students and continue to have access to faculty and the resources of Adelphi University must register for continuing enrollment. Registration is required, for example, of students who have completed all course requirements except the thesis.

Students must therefore familiarize themselves thoroughly with the University regulations, protocols, an

### Adding Courses

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

### Dropping Courses

Students may drop a class wi





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University Action Request forms. W is not computed in the GPA. (See the section in this *B* titled "Withdrawing from Courses.")

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Graduate degree candidates who find it necessary to interrupt their education for a period exceeding one year's time mu

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academic requirements have been met. Notation of graduation will appear on the student's transcript as of that date.

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Students who graduate are mailed diplomas certifying that all degree r

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FACULTY

EMERITI

RECENT H

ELITE BEN-YOSEF, A.B., M.A., Adelphi University; Ed.D. Hofstra University

PATRICIA ECKARDT, A.B., B.S., State University of New York Empire State; M.B.A. (2004), Alameda University

ROBERT LIPPMAN, A.B., M.S., City College of New York; Ph.D. (1965), Columbia University

ROBERTA MARPET, A.B., B.S., Ed.M., Columbia University; Ph.D. (1985), New York University

JOANNE METCALF, A.B., B.A., University of California; M.A., Ph.D. (1999), Duke University

PAUL MORAVEC, University Professor, B.A., Harvard University; M.A., Columbia University; D.M.A. (1987), Columbia University

WAHIBA ABU-RASS, A.B., M.Phil., Ph.D. (2000), Columbia University; M.S.W. (2007), Rutgers University

JUDITH ACKERHALT, A.B., B.S.N., Rutgers University; M.S., Adelphi University; Ed.D. (1986), Columbia University

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

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

ANNA AKERMAN, A.B., B.A., Brown University; M.A., Ph.D. (2004), New York University

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

LUCY ALEXANDER, A.B., B.S., M.S., Ph.D. (1991), Adelphi University

RAYSA E. AMADOR, A.B., B.A., M.A., Ph.D. (1978), New York University

DEBORAH AMBROSIO-MA WHIRTER, C.A., B.S., M.S. (1996), Adelphi University

JACK ANGEL, A.B., Finance, and Economics, B.B.A., Baruch College, City University of New York; M.S. (1978), Long Island University, C.W. Post College

BEVERLY ARAUJO, A.B., B.A. Hunter College, City University of New York; M.S.W., Ph.D. (2004), University of Michigan

VERONICA ARIKIAN, A.B., B.S., Columbia University School of Nursing; M.S., New York University; Ph.D. (2001), Virginia Commonwealth University







TANDRA CHAKRABORTY, A. . . . .  
B . . . . ., M.Sci., Ph.D. (2000), University of  
Calcutta, India

ABDIN CHANDE, A. . . . .  
H. . . . ., B.A., Carleton University; B.A.,  
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University

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C . . . . ., B.S., M.S.,  
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Ph.D. (2004), Polytechnic University Brooklyn

PETER I. CHERNACK, A. . . . . D  
. . . . .; A. . . . .  
. . . . ., B.S., M.S.W., D.S.W. (2001),  
Adelphi University

JEAN LAU CHIN, D. . . . . G. . . . . F. D. . . . .  
I. . . . . A . . . . .  
. . . . ., B.S., Brooklyn College,  
City University of New York; M.A., Ed.D.  
(1974), Teachers College, Columbia University

BETH CHRISTENSEN, A. . . . .  
E . . . . ., B.A., M.S., Rutgers  
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Carolina

ALAN R. COHEN, A. . . . .  
C. . . . . I. . . . ., B.A., City College  
of New York, City University of New York; Ph.D.  
(1973), Hofstra University

CAROL S. COHEN, A. . . . .  
. . . . ., B.A., State University of New York,  
Binghamton; M.S.W., Virginia Commonwealth  
University; D.S.W. (1993), City University of  
New York

JUDITH H. COHEN, . . . . . C. . . . .  
I. . . . ., B.S., Queens College, City  
University of New York; M.S., Syracuse  
University; Ph.D., J.D. (1988), Hofstra  
University

ELIZABETH COHN, A. . . . .  
. . . . ., B.A., SUNY Purchase; M.S.N. (1998),  
SUNY Stony Brook

ANTHONY E. COK, . . . . . E . . . . .  
. . . . ., B.S., City College of New York, City  
University of New York; Ph.D. (1970), Dalhousie  
University

XAIOMEI CONG, A. . . . .  
. . . . ., B.S.N., Beijing Medical University,  
Peoples Republic of China; M.S.N., Chiang  
Mai University, Thailand; Ph.D. (2006), Case  
Western University

FRANCINE CONWAY, A. . . . .  
. . . . ., B.A., Cornell University; M.S.,  
Columbia University; Ph.D. (1999), Adelphi  
University

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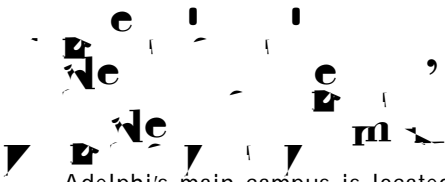
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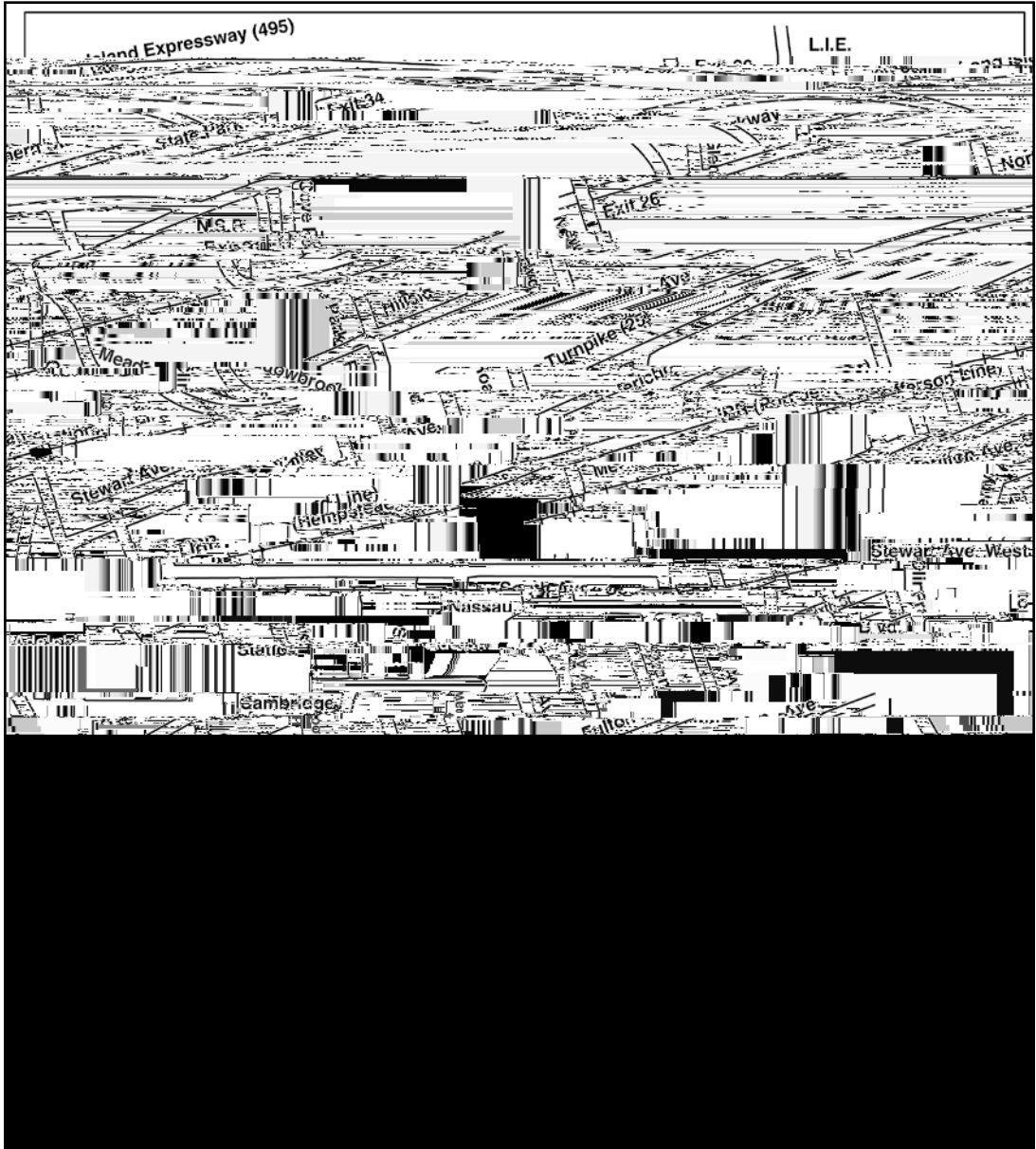
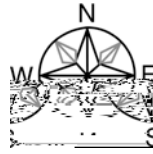




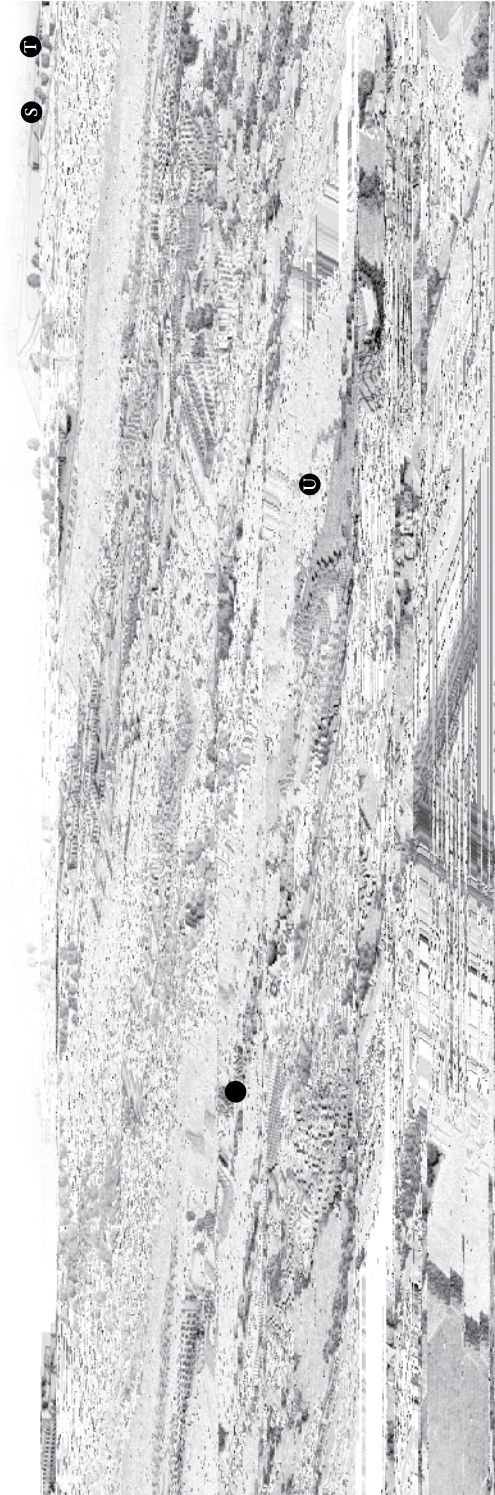
Adelphi's main campus is located at One South Avenue, Garden City, NY, 11530.

***From JFK Airport:***

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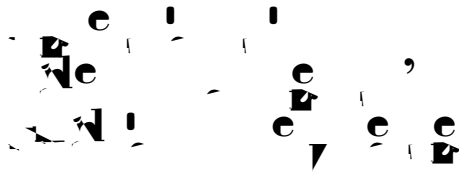


This map is simplified to show Adelphi University's location relative to major highways and selected streets.





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.



Adelphi's Hudson Valley Center is located at 457 Maple Street, Poughkeepsie, NY, 12601.

***From Westchester and Putnam Counties:***

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

***From Connecticut:***

Take Interstate 84 West to the Taconi

