

**Supplement to
the Adelphi University
2002-2004
Graduate Bulletin**



www.adelphi.edu
1-800-ADELPHI

100 W. AUJUDRIDGE CIRCLE, GARDEN CITY, MAINE 04143



2003-2004
SUPPLEMENT TO THE
ADELPHI UNIVERSITY
2002-2004
GRADUATE BULLETIN

2003 年 1 月 1 日起实施。自 2002 年 2004 年 1 月 1 日起, 凡在境内销售货物或提供应税劳务, 且年应税销售额超过规定标准但不符合其他一般纳税人条件的纳税人, 应当认定为小规模纳税人。

小规模纳税人的认定标准如下: (1) 从事货物生产或者提供应税劳务的纳税人, 以及从事货物生产同时又提供应税劳务的纳税人 (以下简称从事货物生产或者提供应税劳务的纳税人), 年应税销售额在 100 万元以下; (2) 从事货物批发或者零售的纳税人, 年应税销售额在 180 万元以下。年应税销售额超过小规模纳税人标准的其他个人、非企业性单位、不经常发生应税行为的企业, 视同小规模纳税人纳税。年应税销售额超过小规模纳税人标准的其他个人、非企业性单位、不经常发生应税行为的企业, 视同小规模纳税人纳税。

(二) 小规模纳税人的会计核算和税务处理

小规模纳税人会计核算办法由纳税人自行选择, 既可以采用实际成本法, 也可以采用计划成本法; 既可以采用进价核算, 也可以采用售价核算; 既可以采用借贷记账法, 也可以采用增减记账法。小规模纳税人会计核算办法由纳税人自行选择, 既可以采用实际成本法, 也可以采用计划成本法; 既可以采用进价核算, 也可以采用售价核算; 既可以采用借贷记账法, 也可以采用增减记账法。

小规模纳税人会计核算办法由纳税人自行选择, 既可以采用实际成本法, 也可以采用计划成本法; 既可以采用进价核算, 也可以采用售价核算; 既可以采用借贷记账法, 也可以采用增减记账法。小规模纳税人会计核算办法由纳税人自行选择, 既可以采用实际成本法, 也可以采用计划成本法; 既可以采用进价核算, 也可以采用售价核算; 既可以采用借贷记账法, 也可以采用增减记账法。

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2003–2004 Adelphi University Graduate Bulletin Supplement

Adelphi University is pleased to announce the following changes to the Graduate Bulletin for the 2002–2004 academic year. The changes are effective for the 2002–2004 academic year. The changes are as follows:

Academic Calendar 2003-2004

Fall 2003

- 9월 1일 (수) 개학식
 - 9월 3일 (금) 2003-2004 학년도 학사 일정 발표
 - 9월 12일 (금) 2003-2004 학년도 학사 일정 발표 (수업 시작) (9월 15일 3:00pm)
 - 9월 27일 (수) 2003-2004 학년도 학사 일정 발표 (수업 시작) (9월 29일 3:00pm)
 - 9월 29일 (금) 2003-2004 학년도 학사 일정 발표 (수업 시작) (9월 31일 3:00pm)
 - 9월 30일 (토) 2003-2004 학년도 학사 일정 발표 (수업 시작) (9월 31일 3:00pm)
 - 10월 5일 (수) 2003-2004 학년도 학사 일정 발표 (수업 시작) (10월 7일 3:00pm)
 - 10월 7일 (금) 2003-2004 학년도 학사 일정 발표 (수업 시작) (10월 9일 3:00pm)
 - 10월 17일 (토) 2003-2004 학년도 학사 일정 발표 (수업 시작) (10월 19일 3:00pm)
 - 10월 20일 (수) 2003-2004 학년도 학사 일정 발표 (수업 시작) (10월 22일 3:00pm)
 - 10월 25일 (일) 2003-2004 학년도 학사 일정 발표 (수업 시작) (10월 27일 3:00pm)
 - 10월 31일 (토) 2003-2004 학년도 학사 일정 발표 (수업 시작) (11월 2일 3:00pm)

- 11월 27일 (수) 2003-2004 학년도 학사 일정 발표 (수업 시작) (11월 29일 3:00pm)
 - 11월 30일 (토) 2003-2004 학년도 학사 일정 발표 (수업 시작) (12월 2일 3:00pm)
 - 12월 1일 (일) 2003-2004 학년도 학사 일정 발표 (수업 시작) (12월 3일 3:00pm)
 - 12월 15일 (토) 2003-2004 학년도 학사 일정 발표 (수업 시작) (12월 17일 3:00pm)
 - 12월 16일 (일) 2003-2004 학년도 학사 일정 발표 (수업 시작) (12월 18일 3:00pm)
 - 12월 17일 (월) 2003-2004 학년도 학사 일정 발표 (수업 시작) (12월 19일 3:00pm)
 - 12월 23일 (일) 2003-2004 학년도 학사 일정 발표 (수업 시작) (12월 25일 3:00pm)
 - 12월 23일 (월) 2003-2004 학년도 학사 일정 발표 (수업 시작) (12월 25일 3:00pm)

Spring 2004

- 1월 22일 (수) 2003-2004 학년도 학사 일정 발표 (수업 시작) (1월 24일 3:00pm)
 - 1월 30일 (토) 2003-2004 학년도 학사 일정 발표 (수업 시작) (1월 31일 3:00pm)
 - 1월 31일 (일) 2003-2004 학년도 학사 일정 발표 (수업 시작) (2월 2일 3:00pm)
 - 2월 13일 (토) 2003-2004 학년도 학사 일정 발표 (수업 시작) (2월 15일 3:00pm)
 - 2월 14일 (일) 2003-2004 학년도 학사 일정 발표 (수업 시작) (2월 16일 3:00pm)
 - 2월 15일 (월) 2003-2004 학년도 학사 일정 발표 (수업 시작) (2월 17일 3:00pm)
 - 2월 5일 (수) 2003-2004 학년도 학사 일정 발표 (수업 시작) (2월 7일 3:00pm)
 - 2월 12일 (토) 2003-2004 학년도 학사 일정 발표 (수업 시작) (2월 14일 3:00pm)
 - 2월 6일 (일) 2003-2004 학년도 학사 일정 발표 (수업 시작) (2월 8일 3:00pm)
 - 2월 7일 (월) 2003-2004 학년도 학사 일정 발표 (수업 시작) (2월 9일 3:00pm)
 - 2월 14일 (토) 2003-2004 학년도 학사 일정 발표 (수업 시작) (2월 16일 3:00pm)
 - 2월 14일 (일) 2003-2004 학년도 학사 일정 발표 (수업 시작) (2월 16일 3:00pm)
 - 2월 16일 (월) 2003-2004 학년도 학사 일정 발표 (수업 시작) (2월 18일 3:00pm)

Summer 2004*First Session*

- July 24
 -*Registration* (see page 6)
- July 26
 -*Registration* (see page 6)
- July 31
 -*Registration* (see page 6)
- Registration* (see page 6)
- August 4
 -*Registration* (see page 6)
- August 11
 -*Registration* (see page 6)
- August 27
 -*Registration* (see page 6)

Summer 2004*Second Session*

- Registration* (see page 6)
- Registration* (see page 6)
- August 16
 -*Registration* (see page 6)
- August 23
 -*Registration* (see page 6)
- Registration* (see page 6)

Academic Calendar 2004-2005*

Fall 2004

Monday, September 20
Orientation

Monday, September 4
Tuesday, September 6
Orientation

Monday, September 10
Orientation

Monday, September 15
Tuesday, September 16 3:00 p.m.
Wednesday, September 17 3:00 p.m.

Monday, September 16
Tuesday, September 17
Orientation

Monday, September 24
Tuesday, September 25 3:00 p.m.

Monday, September 25
Orientation

Monday, September 27
Tuesday, September 28
Wednesday, September 29
Thursday, September 30
Orientation 2005

Monday, September 5
Tuesday, September 6 /17
Orientation

Monday, September 15
Tuesday, September 16
Wednesday, September 17 2005
(Orientation for 2005)

Monday, September 1
Tuesday, September 22

Monday, September 2
Orientation

Monday, September 24
Tuesday, September 25 3:00 p.m. /24
Orientation

Monday, September 25
Tuesday, September 26
Orientation

Monday, September 13
Tuesday, September 14
Orientation

Monday, September 17
Tuesday, September 23
Orientation

Monday, September 23
Orientation

Spring 2005

Monday, March 1
Orientation

Monday, March 2
Tuesday, March 3
Wednesday, March 4
Thursday, March 5
Friday, March 6
Saturday, March 7
Sunday, March 8
Monday, March 9
Tuesday, March 10
Wednesday, March 11
Thursday, March 12
Friday, March 13
Saturday, March 14
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Saturday, May 30
Sunday, May 31

Monday, March 1
Orientation

Monday, March 21
Tuesday, March 27
Orientation

Monday, March 23
Tuesday, March 24
Wednesday, March 25 3:00 p.m.

Monday, March 24
Tuesday, March 25
Orientation

Monday, March 4
Tuesday, March 5 4/25
Orientation

1. *Journal of Personality and Social Psychology*, 68, 10, 1733-1741.
 2. *Journal of Personality and Social Psychology*, 68, 10, 1733-1741.
 3. *Journal of Personality and Social Psychology*, 68, 10, 1733-1741.
 4. *Journal of Personality and Social Psychology*, 68, 10, 1733-1741.
 5. *Journal of Personality and Social Psychology*, 68, 10, 1733-1741.

Advanced Certificates

- *Journal of Personality and Social Psychology* (... 1203.12)
- *Journal of Personality and Social Psychology* (... 000)
- *Journal of Personality and Social Psychology* (... 0 37.00)
- *Journal of Personality and Social Psychology* (... 0 27.00)
- *Journal of Personality and Social Psychology* (... 0515.00)
- *Journal of Personality and Social Psychology* (... 0506.00)
- *Journal of Personality and Social Psychology* (... 1203.12)
- *Journal of Personality and Social Psychology* (... 150 .00)
- *Journal of Personality and Social Psychology* (... 1220.00)

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

- *Journal of Personality and Social Psychology*, 68, 10, 1733-1741.
- *Journal of Personality and Social Psychology*, 68, 10, 1733-1741.
- *Journal of Personality and Social Psychology*, 68, 10, 1733-1741.
- *Journal of Personality and Social Psychology*, 68, 10, 1733-1741.
- *Journal of Personality and Social Psychology*, 68, 10, 1733-1741.

Admissions

2002-2004 G
B, C, III, 176.

Provisional Admission

Students who are not qualified for admission to the University of North Carolina at Charlotte may be admitted on a provisional basis. The University of North Carolina at Charlotte will accept students for admission on a provisional basis if the student has completed the minimum requirements for admission to a four-year college or university and has been accepted for admission to a four-year college or university. The student must be accepted for admission to a four-year college or university within one year of the date of admission to the University of North Carolina at Charlotte. The student must be accepted for admission to a four-year college or university within one year of the date of admission to the University of North Carolina at Charlotte. The student must be accepted for admission to a four-year college or university within one year of the date of admission to the University of North Carolina at Charlotte.

Expenses and Financial Aid

2002-2004 G
B, C, I, 176-177.
2002-2004
A, G, B

Tuition and Fee Policy (, 180)

2003-2004
B, A

Tuition and Fee Rates 2003-2004 Academic Year

Graduate, Full Time

tuition and fee	tuition and fee
(12 semester hours)	(12 semester hours)
tuition and fee	tuition and fee
(\$500 tuition and fee, \$1,550	(\$500 tuition and fee, \$20,200
tuition and fee)	tuition and fee)
(\$1,550 tuition and fee, \$24,200	(\$1,550 tuition and fee, \$24,200
tuition and fee)	tuition and fee)

Graduate, All Other Programs

tuition and fee	tuition and fee
tuition and fee	tuition and fee
(C, D, 1-11	(C, D, 1-11
tuition and fee)	tuition and fee)
(\$605 tuition and fee, \$700	(\$605 tuition and fee, \$700
tuition and fee)	tuition and fee)

Student Life at Adelphi

2002-2004 C
Bulletin, C. 17.

Office of Disability Support Services

Operating Hours

Monday, Tuesday, Wednesday, Thursday, Friday
 9:00 a.m. - 5:00 p.m.
 Saturday 10:00 a.m. - 3:00 p.m.
 Sunday 12:30 p.m. - 7:00 p.m.
 Phone: (516) 77-3103
 Fax: (516) 77-3130
 Email: disability@adelphi.edu
 Website: www.adelphi.edu/disability

The Interfaith Center

The Interfaith Center is a student organization that provides a safe and supportive environment for students of all faiths. The center is open to all students and is a place where students can learn about different religions and cultures. The center also provides a place for students to practice their own faith. The center is located in the Student Center and is open from 10:00 a.m. to 5:00 p.m. on weekdays. The center is a great place to meet new friends and to learn about different cultures. The center is also a great place to practice your own faith. The center is open to all students and is a place where students can learn about different religions and cultures. The center also provides a place for students to practice their own faith. The center is located in the Student Center and is open from 10:00 a.m. to 5:00 p.m. on weekdays. The center is a great place to meet new friends and to learn about different cultures. The center is also a great place to practice your own faith.

Student Counseling Center

The Student Counseling Center provides a safe and supportive environment for students who are experiencing emotional or psychological difficulties. The center is open to all students and is a place where students can learn about different religions and cultures. The center also provides a place for students to practice their own faith. The center is located in the Student Center and is open from 10:00 a.m. to 5:00 p.m. on weekdays. The center is a great place to meet new friends and to learn about different cultures. The center is also a great place to practice your own faith.

College of Arts and Sciences

2002 2004 G
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Academic Advisement (.24)

Academic Advisement is a service provided to students to help them plan their academic careers. It is a confidential service and is available to all students. The Advisement Office is located in the College of Arts and Sciences building, room 101. For more information, contact the Advisement Office at (508) 548-2222 or visit our website at www.artsandsciences.unc.edu/advisement.

The Master of Science in Environmental Studies (.31)

(36 credits)

The Master of Science in Environmental Studies is a two-year program that provides students with a strong foundation in environmental science and policy. The program is designed for students who are interested in environmental issues and who want to pursue a career in environmental science or policy. The program includes coursework in environmental science, environmental policy, and environmental law. Students also have the opportunity to participate in field research and internships. The program is accredited by the Council for the Advancement of Standards in Higher Education (CASI).

The program is designed for students who are interested in environmental issues and who want to pursue a career in environmental science or policy. The program includes coursework in environmental science, environmental policy, and environmental law. Students also have the opportunity to participate in field research and internships. The program is accredited by the Council for the Advancement of Standards in Higher Education (CASI).

environment-

A. The Global Physical Environment

630 **Global Physical Environment** (3 credits)
 This course provides an overview of the physical environment, including the atmosphere, hydrosphere, and geosphere. It covers the interactions between these systems and the impact of human activities on the environment. The course is designed for students who are interested in environmental science and policy.

- 501 **Global Physical Environment** (3 credits)
- 502 **Global Physical Environment** (3 credits)
- 570 **Global Physical Environment** (4 credits)
- 654 **Global Physical Environment** (3 credits)
- 671 **Global Physical Environment** (3 credits)
- 674 **Global Physical Environment** (3 credits)
- 761 **Global Physical Environment** (3 credits)

630 **Global Physical Environment** (3 credits)
 This course provides an overview of the physical environment, including the atmosphere, hydrosphere, and geosphere. It covers the interactions between these systems and the impact of human activities on the environment. The course is designed for students who are interested in environmental science and policy.

630 **Global Physical Environment** (3 credits)
 This course provides an overview of the physical environment, including the atmosphere, hydrosphere, and geosphere. It covers the interactions between these systems and the impact of human activities on the environment. The course is designed for students who are interested in environmental science and policy.

632 **Global Physical Environment** (3 credits)
 This course provides an overview of the physical environment, including the atmosphere, hydrosphere, and geosphere. It covers the interactions between these systems and the impact of human activities on the environment. The course is designed for students who are interested in environmental science and policy.

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B1. Global Human Environment: Specialization in Environment and Health

- 634 - 634
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 636 - 636
 637 - 637

652

عنوان: ...

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Gordon F. Derner Institute of Applied Psychological Studies Derner IAPS

2002 2004 G
B C. III. 2002 2004
G B

The Master of Arts in General Psychology

(.45 46)

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School Practice Core

Bilingual Education and TESOL

Students in this program will be prepared to work in a variety of settings, including public and private schools, community colleges, and higher education. The program is designed to provide students with the knowledge and skills necessary to work with bilingual students and to provide instruction in a second language. The program is a 4-year program leading to a Bachelor of Science degree in Bilingual Education and TESOL. The program is accredited by the National Council on Accreditation of Teacher Education (NCATE).

II. Department of Special Education

Students in this program will be prepared to work in a variety of settings, including public and private schools, community colleges, and higher education. The program is designed to provide students with the knowledge and skills necessary to work with students with special needs. The program is a 4-year program leading to a Bachelor of Science degree in Special Education. The program is accredited by the National Council on Accreditation of Teacher Education (NCATE).

III. Department of Literacy and Leadership

Students in this program will be prepared to work in a variety of settings, including public and private schools, community colleges, and higher education. The program is designed to provide students with the knowledge and skills necessary to work with students who are struggling with literacy. The program is a 4-year program leading to a Bachelor of Science degree in Literacy and Leadership. The program is accredited by the National Council on Accreditation of Teacher Education (NCATE).

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

Health Studies

Students in this program will be prepared to work in a variety of settings, including public and private schools, community colleges, and higher education. The program is designed to provide students with the knowledge and skills necessary to work in the health care field. The program is a 4-year program leading to a Bachelor of Science degree in Health Studies. The program is accredited by the National Council on Accreditation of Teacher Education (NCATE).

Physical Education and Human Performance Science

Students in this program will be prepared to work in a variety of settings, including public and private schools, community colleges, and higher education. The program is designed to provide students with the knowledge and skills necessary to work in the physical education field. The program is a 4-year program leading to a Bachelor of Science degree in Physical Education and Human Performance Science. The program is accredited by the National Council on Accreditation of Teacher Education (NCATE).

V. Department of Communication Sciences and Disorders

Students in this program will be prepared to work in a variety of settings, including public and private schools, community colleges, and higher education. The program is designed to provide students with the knowledge and skills necessary to work with students who have communication disorders. The program is a 4-year program leading to a Bachelor of Science degree in Communication Sciences and Disorders. The program is accredited by the National Council on Accreditation of Teacher Education (NCATE).

Education Studies (.80)

Students in this program will be prepared to work in a variety of settings, including public and private schools, community colleges, and higher education. The program is designed to provide students with the knowledge and skills necessary to work in the education field. The program is a 4-year program leading to a Bachelor of Science degree in Education Studies (.80). The program is accredited by the National Council on Accreditation of Teacher Education (NCATE).

The M.A. in Art Education Requirements (.85)

Students must complete 30 credit hours of graduate-level coursework, including:

- 2002-2004
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Notes:

- 1. Students must complete 100% of the required coursework.

Revisions to Program Overview (.86)

General Pedagogical core (7, ,)

- 603
- 545

Content Core (9, ,)

- 70 , 710
- 711, 712
- 713, 714
- 723, 724

The M.A. in Early Childhood Education

Notes:

- 1. Students must complete 30 credit hours of graduate-level coursework, including:
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1. **Introduction**
 2. **History of Early Childhood Education**
 3. **Theoretical Foundations**
 4. **Developmental Milestones**
 5. **Curriculum Design**
 6. **Instructional Strategies**
 7. **Assessment and Evaluation**
 8. **Professionalism and Ethics**
 9. **Research in Early Childhood Education**
 10. **Conclusion**

11. **References**
 12. **Appendix**
 13. **Glossary**
 14. **Index**

Structure of the Early Childhood M.A. Program

1. **Core Courses**
 2. **Elective Courses**
 3. **Practicum**
 4. **Thesis**

Program of Study Track I: Pre-service M.A.

37 credits
 43 credits
 20 credits

Introductory Course (3, , ,)

- 650 **Introduction to Education** (3, , ,)
 This course provides an overview of the field of education, including the history, philosophy, and current issues in education. It is designed for students who are considering a career in education or who are interested in learning more about the profession.

Educational Foundations*(13, , ,)*

- 600 **Foundations of Education I** (3, , ,)
 This course explores the historical and philosophical foundations of education, focusing on the work of major educational thinkers and the evolution of educational thought over time.
- 600 **Foundations of Education II** (3, , ,)
 This course continues the exploration of the foundations of education, with a focus on the social and cultural contexts of education and the role of the teacher in society.
- 655 **Foundations of Education III** (3, , ,)
 This course examines the legal and ethical foundations of education, including the rights of students and teachers, and the responsibilities of the educational system.
- 660 **Foundations of Education IV** (3, , ,)
 This course provides a comprehensive overview of the foundations of education, covering all the major areas discussed in the previous courses.
- 670* **Foundations of Education V** (2, , ,)
 This course is a capstone experience for students in the Educational Foundations program, where they will apply their knowledge and skills to a real-world educational setting.

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Reflective Practice (5, , ,)

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- 21 $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$, $\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$, $\frac{1}{16} \times \frac{1}{16} = \frac{1}{256}$, $\frac{1}{256} \times \frac{1}{256} = \frac{1}{65,536}$, $\frac{1}{65,536} \times \frac{1}{65,536} = \frac{1}{4,294,967,296}$
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- 22 $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$, $\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$, $\frac{1}{16} \times \frac{1}{16} = \frac{1}{256}$, $\frac{1}{256} \times \frac{1}{256} = \frac{1}{65,536}$, $\frac{1}{65,536} \times \frac{1}{65,536} = \frac{1}{4,294,967,296}$
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Program of Study Track III: Advanced Certificate

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- $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$, $\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$, $\frac{1}{16} \times \frac{1}{16} = \frac{1}{256}$, $\frac{1}{256} \times \frac{1}{256} = \frac{1}{65,536}$, $\frac{1}{65,536} \times \frac{1}{65,536} = \frac{1}{4,294,967,296}$ 6
- ($\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$, $\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$, $\frac{1}{16} \times \frac{1}{16} = \frac{1}{256}$, $\frac{1}{256} \times \frac{1}{256} = \frac{1}{65,536}$, $\frac{1}{65,536} \times \frac{1}{65,536} = \frac{1}{4,294,967,296}$)

Intensives

This intensive is designed for students who are currently enrolled in the EYC program and are seeking to gain additional experience in the field. The intensive is a 3-week program that provides students with a comprehensive overview of the field of early childhood education. The program includes a variety of activities, including fieldwork, guest speakers, and hands-on experiences. The intensive is designed to provide students with the opportunity to apply the knowledge and skills they have learned in the classroom to real-world situations. The program is open to all students who are currently enrolled in the EYC program and who are seeking to gain additional experience in the field. The intensive is a 3-week program that provides students with a comprehensive overview of the field of early childhood education. The program includes a variety of activities, including fieldwork, guest speakers, and hands-on experiences. The intensive is designed to provide students with the opportunity to apply the knowledge and skills they have learned in the classroom to real-world situations. The program is open to all students who are currently enrolled in the EYC program and who are seeking to gain additional experience in the field.

EYC 551 Speech and Language Development (1, 2, 3, 4)

This course is designed to provide students with a comprehensive overview of the field of speech and language development. The course includes a variety of activities, including fieldwork, guest speakers, and hands-on experiences. The course is designed to provide students with the opportunity to apply the knowledge and skills they have learned in the classroom to real-world situations. The course is open to all students who are currently enrolled in the EYC program and who are seeking to gain additional experience in the field. The course is a 3-week program that provides students with a comprehensive overview of the field of speech and language development. The course includes a variety of activities, including fieldwork, guest speakers, and hands-on experiences. The course is designed to provide students with the opportunity to apply the knowledge and skills they have learned in the classroom to real-world situations. The course is open to all students who are currently enrolled in the EYC program and who are seeking to gain additional experience in the field.

EYC 552 The English Language Learner Student (1, 2, 3, 4)

This course is designed to provide students with a comprehensive overview of the field of English language learner student. The course includes a variety of activities, including fieldwork, guest speakers, and hands-on experiences. The course is designed to provide students with the opportunity to apply the knowledge and skills they have learned in the classroom to real-world situations. The course is open to all students who are currently enrolled in the EYC program and who are seeking to gain additional experience in the field.

100 hours of field experience in a variety of early childhood settings. This course is designed to provide students with a comprehensive understanding of the field of early childhood education, including the roles and responsibilities of early childhood educators, the importance of cultural competence, and the impact of family and community on child development.

EYC 557 Introduction to the Administration and Supervision of Early Childhood Settings (1, 1, 2)

This course provides students with a comprehensive understanding of the administrative and supervisory roles of early childhood educators. Topics include the development of policies and procedures, the management of staff, and the importance of communication and collaboration with families and the community.

EYC 550 Special Topics (1, 1, 2)

This course provides students with a comprehensive understanding of special topics in early childhood education. Topics include the development of policies and procedures, the management of staff, and the importance of communication and collaboration with families and the community.

EYC 800 Field Experience in Early Childhood Settings and Culminating Project (3, 1, 2)

This course provides students with a comprehensive understanding of the field of early childhood education, including the roles and responsibilities of early childhood educators, the importance of cultural competence, and the impact of family and community on child development. 100

This course provides students with a comprehensive understanding of the field of early childhood education, including the roles and responsibilities of early childhood educators, the importance of cultural competence, and the impact of family and community on child development. 152-

EYC 801 Field Experience in Early Childhood Settings and Culminating Project (2, 1, 2)

This course provides students with a comprehensive understanding of the field of early childhood education, including the roles and responsibilities of early childhood educators, the importance of cultural competence, and the impact of family and community on child development. 50

This course provides students with a comprehensive understanding of the field of early childhood education, including the roles and responsibilities of early childhood educators, the importance of cultural competence, and the impact of family and community on child development. 1-2-

EYC 820 Student Teaching in Early Childhood Settings (6, 1, 2)

This course provides students with a comprehensive understanding of the field of early childhood education, including the roles and responsibilities of early childhood educators, the importance of cultural competence, and the impact of family and community on child development. 1-2-

EYC 821 Practicum in Early Childhood Settings (3, 1, 2)

This course provides students with a comprehensive understanding of the field of early childhood education, including the roles and responsibilities of early childhood educators, the importance of cultural competence, and the impact of family and community on child development. 1-2-

EYC 822 Summer Practicum In Early Childhood Education (

(3, 0, 0) (3, 0, 0)

This course is a summer practicum in early childhood education. It is designed for students who are currently enrolled in the Bachelor of Science in Early Childhood Education program. The course is a required component of the program and is taken during the summer semester. The course is a 3-credit course and is graded on a pass/fail basis. The course is a hands-on experience where students will work with young children in a classroom setting. The course is a required component of the program and is taken during the summer semester. The course is a 3-credit course and is graded on a pass/fail basis. The course is a hands-on experience where students will work with young children in a classroom setting.

EYC 851/852 Student Teaching 1 and 2 In Early Childhood Settings (

(6, 0, 0) (6, 0, 0)

This course is a student teaching experience in early childhood education. It is designed for students who are currently enrolled in the Bachelor of Science in Early Childhood Education program. The course is a required component of the program and is taken during the fall and spring semesters. The course is a 6-credit course and is graded on a pass/fail basis. The course is a hands-on experience where students will work with young children in a classroom setting. The course is a required component of the program and is taken during the fall and spring semesters. The course is a 6-credit course and is graded on a pass/fail basis. The course is a hands-on experience where students will work with young children in a classroom setting.

This course is a student teaching experience in early childhood education. It is designed for students who are currently enrolled in the Bachelor of Science in Early Childhood Education program. The course is a required component of the program and is taken during the fall and spring semesters. The course is a 6-credit course and is graded on a pass/fail basis. The course is a hands-on experience where students will work with young children in a classroom setting.

EYC 900 Applied Practicum in Early Childhood Settings (

(3, 0, 0) (3, 0, 0)

This course is an applied practicum in early childhood education. It is designed for students who are currently enrolled in the Bachelor of Science in Early Childhood Education program. The course is a required component of the program and is taken during the fall and spring semesters. The course is a 3-credit course and is graded on a pass/fail basis. The course is a hands-on experience where students will work with young children in a classroom setting. The course is a required component of the program and is taken during the fall and spring semesters. The course is a 3-credit course and is graded on a pass/fail basis. The course is a hands-on experience where students will work with young children in a classroom setting.

- 653 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 750 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 751 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 753/755 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 754/756 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 00 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 10 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

Electives (6, 7, 8, 9, 10, 11, 12)

Certification Birth Through Grade 12 (42, 43, 44)

Core Requirements (3, 4, 5, 6, 7, 8, 9, 10, 11, 12):

- 521 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 545 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 600 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 602 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 603 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 653 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 750 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 751 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 753/755 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 754/756 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 00 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)
- 10 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

The M.S. in Childhood Special Education

[Childhood Special Education](#) (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

The M.S. in Childhood Special Education is a 36-credit program designed for students who have completed the requirements for certification in elementary/childhood education and who wish to specialize in childhood special education. The program is designed to provide students with the knowledge and skills necessary to work with students who have special needs in the classroom. The program includes coursework in the areas of assessment, intervention, and collaboration. The program is designed to be completed in two semesters.

Childhood Special Education (for students certified in elementary/childhood education)

Program Overview (36, 37, 38)

(1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

The Childhood Special Education program is designed to provide students with the knowledge and skills necessary to work with students who have special needs in the classroom. The program includes coursework in the areas of assessment, intervention, and collaboration. The program is designed to be completed in two semesters.

700 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

705 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

710 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

720 [Childhood Special Education](#) (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

The M.S. in Childhood Special

The Doctor of Arts in Communication Disorders

Admissions (. 111)

Students are admitted to the program on a rolling basis. The program requires a minimum of 30 credit hours of graduate-level coursework, including 12 credit hours of coursework in the field of communication disorders. Students must have a minimum 3.0 GPA in all graduate-level coursework.

Elective Courses (. 112):

ED 700	Advanced Research in Communication Disorders
ED 712	Advanced Topics in Communication Disorders
ED 713	Advanced Topics in Communication Disorders
ED 731	Advanced Topics in Communication Disorders
ED 732	Advanced Topics in Communication Disorders
ED 630, 631	Advanced Topics in Communication Disorders
ED 610	Advanced Topics in Communication Disorders
ED 644	Advanced Topics in Communication Disorders
ED 645	Advanced Topics in Communication Disorders
ED 601	Advanced Topics in Communication Disorders

Teaching Fellows Program (. 115)

The Teaching Fellows Program is a unique opportunity for graduate students to gain practical experience in the classroom while earning credit for their coursework. Teaching Fellows are responsible for planning, preparing, and delivering instruction in a variety of communication disorders courses. This program provides an excellent environment for students to develop their teaching skills and gain valuable experience in the field of communication disorders. Teaching Fellows are also eligible for a stipend and a teaching assistantship. For more information, contact the program coordinator.

The program is designed to provide students with a comprehensive understanding of the field of communication disorders, including the theoretical and practical aspects of the profession. Students will gain a deep understanding of the various communication disorders and the impact they have on individuals and society. The program also emphasizes the importance of research and evidence-based practice in the field. Students will have the opportunity to participate in research projects and to present their findings at national and international conferences.

Course Change New Literacy Course (. 131)

ELY 800 Organizing, Supervising, and Reforming Literacy Programs

(3, 0, 0)

: ED 754

This course is designed to provide students with a comprehensive understanding of the field of literacy education, including the theoretical and practical aspects of the profession. Students will gain a deep understanding of the various literacy programs and the impact they have on individuals and society. The course also emphasizes the importance of research and evidence-based practice in the field. Students will have the opportunity to participate in research projects and to present their findings at national and international conferences. The course is designed to provide students with a comprehensive understanding of the field of literacy education, including the theoretical and practical aspects of the profession. Students will gain a deep understanding of the various literacy programs and the impact they have on individuals and society. The course also emphasizes the importance of research and evidence-based practice in the field. Students will have the opportunity to participate in research projects and to present their findings at national and international conferences.

School of Nursing

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The School of Nursing

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The School of Nursing is a leading provider of nursing education and research. It is committed to providing high-quality education and research that will advance the profession of nursing and improve the health of the community. The School of Nursing is a member of the American Association of Colleges of Nursing (AACN) and the American Nurses Association (ANA). The School of Nursing is also a member of the International Council of Nurses (ICN) and the International League of Nurses (ILN).

The School of Nursing is located at 1000 University Avenue, Room 1000, New York, NY 10006, (212) 363-5555. The School of Nursing is a member of the American Association of Colleges of Nursing (AACN) and the American Nurses Association (ANA). The School of Nursing is also a member of the International Council of Nurses (ICN) and the International League of Nurses (ILN).

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Mission and Philosophy

(, 142)

The School of Nursing is committed to providing high-quality education and research that will advance the profession of nursing and improve the health of the community. The School of Nursing is a member of the American Association of Colleges of Nursing (AACN) and the American Nurses Association (ANA). The School of Nursing is also a member of the International Council of Nurses (ICN) and the International League of Nurses (ILN).

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School of Social Work

B.A. Social Work 2002-2004 G
II. Year Elective

Revised Course Prerequisites:**SWK 521 Foundations of Social Work Practice II**

Prerequisites: K 591, 691, 593, 601.

SWK 722 Organizational Context for Professional Practice

Prerequisites: K 501 691 601.

SWK 710 Social Work Assessment and Diagnosis

Prerequisites: K 511 691 601.

SWK 780 Advanced Social Work Practice with Individuals

Prerequisites: K 521.
 Corequisites: K 790 796.

SWK 782 Advanced Social Work Practice with Groups

Prerequisites: K 521.
 Corequisites: K 790, 791, 797.

SWK 786 Advanced Social Work Practice with Families and Couples

Prerequisites: K 521.
 Corequisites: K 790, 791, 797.

SWK 790 Field Instruction III

Prerequisites: K 601
 Corequisites: K 780

SWK 791 Field Instruction IV

Prerequisites: K 790
 Corequisites: K 782 786

SWK 797 Field Instruction VI OYR Advanced Social Work Practice with Individuals

Prerequisites: K 601.
 Corequisites: K 780.

SWK 797 Field Instruction VII OYR Advanced Social Work Practice with Individuals

Prerequisites: K 601.
 Corequisites: K 782 786.

New Courses and Revisions to Social Work Courses (. 173):**SWK 788 Social Work Practice with Immigrants and Refugees**

(3, 0, 0)
 Prerequisites: SWK 710, 722, 780, 782, 786, 790, 791, 797, 798, 799, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

SWK 853 Research Seminar in Social Work

(3, 0, 0)
 Prerequisites: K 854.
 Prerequisites: SWK 710, 722, 780, 782, 786, 790, 791, 797, 798, 799, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

SWK 860 Social Work and Social Sciences
(3, 0, 0)

This course is designed to provide students with a comprehensive understanding of the theoretical and practical aspects of social work and social sciences. The course covers a wide range of topics, including social policy, social research, and social intervention. Students will be encouraged to critically analyze social issues and to develop their own research and intervention plans. The course is designed to be both challenging and rewarding, and to provide students with the skills and knowledge they need to succeed in the field of social work.

Hudson Valley Site

The Hudson Valley Site is a 1,000-acre site located in the town of Poughkeepsie, New York. The site is currently used for agricultural purposes and is surrounded by residential and commercial development. The site is located on the east side of the town, near the intersection of Route 44 and Route 55. The site is bounded by Route 44 to the north, Route 55 to the west, and the town line to the south. The site is currently owned by the town of Poughkeepsie and is being prepared for development as a residential and commercial center. The site is located in a prime location for development, with easy access to major roads and public transportation. The site is also surrounded by a mix of residential and commercial development, making it an ideal location for a new development project.

Directions to the Hudson Valley Site

From the town of Poughkeepsie, New York, take Route 44 east for 1.5 miles to the intersection of Route 44 and Route 55. Turn right onto Route 55 and travel 0.5 miles to the site.

By Car

From Westchester & Putnam Counties

From the town of Poughkeepsie, New York, take Route 55 east for 1.5 miles to the intersection of Route 55 and Route 44. Turn right onto Route 44 and travel 1.0 mile to the intersection of Route 44 and Route 55. Turn right onto Route 55 and travel 0.5 miles to the site. (45) 471-3341. From the town of Poughkeepsie, New York, take Route 44 east for 1.5 miles to the intersection of Route 44 and Route 55. Turn right onto Route 55 and travel 0.5 miles to the site. (45) 471-3341. From the town of Poughkeepsie, New York, take Route 55 east for 1.5 miles to the intersection of Route 55 and Route 44. Turn right onto Route 44 and travel 1.0 mile to the intersection of Route 44 and Route 55. Turn right onto Route 55 and travel 0.5 miles to the site. (45) 471-3341.

From Connecticut

From the town of Poughkeepsie, New York, take Route 44 east for 1.5 miles to the intersection of Route 44 and Route 55. Turn right onto Route 55 and travel 0.5 miles to the site. (45) 471-3341.

From Orange, Ulster, and Sullivan Counties

From the town of Poughkeepsie, New York, take Route 44 east for 1.5 miles to the intersection of Route 44 and Route 55. Turn right onto Route 55 and travel 0.5 miles to the site. (45) 471-3341. From the town of Poughkeepsie, New York, take Route 55 east for 1.5 miles to the intersection of Route 55 and Route 44. Turn right onto Route 44 and travel 1.0 mile to the intersection of Route 44 and Route 55. Turn right onto Route 55 and travel 0.5 miles to the site. (45) 471-3341.

From the town of Poughkeepsie, New York, take Route 44 east for 1.5 miles to the intersection of Route 44 and Route 55. Turn right onto Route 55 and travel 0.5 miles to the site. (45) 471-3341.

From Route 9 North

From the town of Poughkeepsie, New York, take Route 44 east for 1.5 miles to the intersection of Route 44 and Route 55. Turn right onto Route 55 and travel 0.5 miles to the site. (45) 471-3341.

From Upstate New York

From the town of Poughkeepsie, New York, take Route 44 east for 1.5 miles to the intersection of Route 44 and Route 55. Turn right onto Route 55 and travel 0.5 miles to the site. (45) 471-3341. From the town of Poughkeepsie, New York, take Route 55 east for 1.5 miles to the intersection of Route 55 and Route 44. Turn right onto Route 44 and travel 1.0 mile to the intersection of Route 44 and Route 55. Turn right onto Route 55 and travel 0.5 miles to the site. (45) 471-3341.