

U N D E R G R A D U A T E

B U L L E T I N

2001-2003

ADELPHI UNIVERSITY BULLETIN, VOLUME 43, SEPTEMBER 2001

ACCREDITATION

Adelphi University, an independent, comprehensive institution, is chartered by the University of the State of New York, and is accredited by the Middle States Commission on Higher Education (3624 Market Street, Philadelphia, PA, 19104-2680, 215-662-5606); the New York State Education Department; the National League for Nursing Accrediting Commission (61 Broadway, New York, New York, 10006, 212-363-5555); the American Psychological Association; the American Speech Language and Hearing Association; and the Council on Social Work Education. It is a member of the American Council on Education, College Board, and the Association of American Colleges/Universities.

HEGIS CODE DESIGNATION

("HEGIS" stands for Higher Education General Information Survey.)

Federal and state regulations require that students be advised that enrollment in other than registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards. All of the programs listed in this *Bulletin* with HEGIS codes have been registered and approved. Consult an academic counselor in the Office of Academic Attainment for current status.

The information in this *Undergraduate Bulletin* was prepared as of July 30, 2001. Provisions of this publication are not to be regarded as an irrevocable contract between the student and Adelphi University. The University reserves the right to make changes in its course offerings, degree requirements, regulations and procedures, and fees and expenses as educational and financial considerations require.

EQUAL OPPORTUNITY

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

Ab~~o~~ut Thi~~s~~ Boo~~k~~

This *Bulletin* presents essential information about undergraduate study at Adelphi University. At the beginning of this *Bulletin* we describe our educational philosophy and mission and touch on some of the highlights of University and student life. This introduction is followed by a description of our undergraduate academic programs and courses in General Education and the College of Arts and Sciences, the Gordon F. Derner Institute of Advanced Psychological Studies, the Honors College, School of Business, School of Education, School of Nursing, School of Social Work, and University College. Next follows an overview of student resources, application procedures, information about our tuition and fees, and our University rules and regulations. Last, we list faculty, recent honorary degree recipients, the Board of Trustees, and Officers of the University.

The *Bulletin* is a guide to the resources of the University and a summary of the exciting intellectual opportunities that the University provides students and members of the community.

The contents of this Bulletin are subject to change at the discretion of the University.

U~~n~~dergraduate N~~u~~merals (Area Code 516)

ADELPHI UNIVERSITY

Academic Se r vice and Re c re a tion	877-3150
Admi n istration	877-3050
Co l lege Ca r eer De v elopment	877-6825
Ge n eral O u tside (fe e additional nu m bers)	877-3000
I n formation Se r vice (fe e a n nua r y and b l ackboard)	1-800-ADELPHI
Re s idential Life and H o u s ing	877-3650
S tudent Affairs	877-3660
S tudent Financial Service	877-3080
S tudent Library	877-3570

SCHOOLS AND COLLEGES OF THE UNIVERSITY

Co l lege of A r ts and Scie n ce	877-4120
Go r don F. De r ner I n stitute of Ad v anced P s ychological S tudies (IAPS)	877-4800
H o nors Co l lege	877-3800
Sch o ol of B u siness	877-4600
Sch o ol of Ed u cation	877-4100
Sch o ol of N u rseing	877-4526
Sch o ol of So cial Work	877-4362
U n iversity Co l lege	877-3400

EXTENSION CENTERS

H o u s ing Ce n ter	(631) 547-0890
Ma n hattan Ce n ter	(212) 965-8340
WORLD WIDE WEB	.adelphi.edu

Address written correspondence to the appropriate office or department at Adelphi University, Garden City, New York 11530.

The courses listed in this *Bulletin* do not necessarily represent all the courses taught by each school or department. A complete list of course offerings with descriptions is available by request to the individual school or department.

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Academic Calendar 2001-2002

Fall 2001

Thursday, November 22 – Friday, November 23

Monday, August 20 – Tuesday, August 21

Registration

Thursday, August 30

Classes Begin

Monday, September 3

Labor Day (no classes)

Friday, September 7

Late Registration Ends

Last Day to Add a Course

Monday, September 17

Holiday Observance (no classes after 3pm)

Tuesday, September 18

Holiday Observance (no classes)

Wednesday, September 19

Holiday Observance (no classes)

Friday, September 21

Last Day to Drop a Course

Last Day to Change Grading Options

Application Deadline for January 2002

Graduation

Wednesday, September 26

Holiday Observance (no classes after 3 p.m.)

Thursday, September 27

Holiday Observance (no classes)

Friday, September 28

Classes Resume

Friday, October 19

Last Day to Accept Graduation Application
for May 2001 (and have name appear in book)

Monday, October 22 – Friday, October 26

Midpoint of Semester

Friday, October 26

Last day to Withdraw

Summer 2002

Summer I

Monday, April 1 – Friday, May 24
Registration

Monday, May 27
Memorial Day (no classes)

Tuesday, May 28
Classes Begin

Friday, May 31
Late Registration Ends
Last Day to Add a Course

Friday, June 7
Last Day to Drop a Course
Last Day to Change Grading Option

Friday, June 14
Last Day to File for August Graduation
Last Day to Withdraw

Monday, June 24 – Friday, June 28
Final Exam Week

Friday, June 28
Summer I Classes End

Summer II

Monday, April 1 – Friday, July 5
Registration

Thursday, July 4
Independence Day (no classes)

Monday, July 8
Classes Begin

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

Friday, July 19
Last Day to Drop a Course
Last Day to Change Grading Option

Friday, July 26
Last Day to Withdraw

Monday, August 5 – Friday, August 9
Final Exam Week

Friday, August 9
Summer II Classes End

Academic Calendar 2002-2003*

Fall 2002

Monday, August 26 – Tuesday, August 27
Registration

Monday, September 2
Labor Day (no classes)

Wednesday, September 4
Classes Begin

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

Saturday, September 6 – Sunday, September 7
Holiday Observance (no classes)

Monday, September 9
Classes Resume

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

Monday, September 16
Holiday Observance (no classes)

Tuesday, September 17
Classes Resume

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

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

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

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

Friday, November 1
Last day to Withdraw

Thursday, November 28 – Friday, November 29
Thanksgiving Recess

Monday, December 2
Classes Resume

Wednesday, December 11
Monday 1/2 Day Make-up Class for 9/16

Monday, December 16 – Friday, December 20
Final Exam Week

Friday, December 20
Last Day of Classes

Spring 2003

Wednesday, January 8 – Thursday, January 9
Registration

Tuesday, January 21
Classes Begin

Friday, January 31
Late Registration Ends
Last Day to Add a Course
Final Date for Submission of Graduation
Application for May 2003

Friday, February 14
Last Day to Drop a Course
Last Day to Change Grading Option

Monday, March 17 – Friday, March 21
Spring Break

Monday, March 24
Classes Resume

Tuesday, April 15
Snow Day

Wednesday, April 16
8am – 3pm Snow Day
Passover – no classes after 3 pm

Thursday, April 17 – Friday, April 18
Passover – no classes

Sunday, April 20
Easter

Monday, April 21
Classes Resume

Monday, May 12 – Friday, May 16
Final Exam Week

Friday, May 16
Last Day of Classes

Sunday, May 18
Commencement

*Calendar subject to change.

Summer 2003

First Session

Tuesday, April 1 – Friday, May 23

Registration

Monday, May 26

Memorial Day (no classes)

Tuesday, May 27

Classes Begin

Friday, May 30

Late Registration Ends

Last Day to Add a Course

Friday, June 6

Last Day to Drop a Course

Last Day to Change Grading Option

Friday, June 13

Last Day to File for August Graduation

Last Day to Withdraw

Monday, June 23 – Friday, June 27

Final Exam Week

Friday, June 27

Summer I Classes End

Summer 2003

Second Session

Tuesday, April 1 – Thursday, July 3

Registration

Friday, July 4

Independence Day (no classes)

Monday, July 7

Classes Begin

Friday, July 11

Late Registration Ends

Last Day to Add a Course

Friday, July 18

Last Day to Drop a Course

Last Day to Change Grading Option

Friday, July 25

Last Day to Withdraw

Monday, August 4 – Friday, August 8

Final Exam Week

Friday, August 8

Summer II Classes End

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

Adelphi University: Unifying Liberal Arts and Professional Preparation

Adelphi University has been built on the fundamental principles of transmitting knowledge, transforming minds, and empowering students to thrive in their lives and their professions.

As a result, Adelphi's undergraduates emerge with excellent practical preparation for graduate study and careers in medicine, law, business, the arts and sciences, nursing, education, and social work. In addition to direct practical training, Adelphi offers students a strong foundation through broad requirements in the arts and sciences.

The Adelphi educational approach unifies the many aspects of this lively and distinguished center for liberal and professional learning. It is intended not just for some students but for all: for undergraduates and graduates; for those studying the liberal arts and sciences in the College of Arts and Sciences; for those pursuing specific career preparation in Adelphi's professional schools; for nontraditional students seeking access to higher levels of learning through the General Studies program, the ABLE program for adults; and for students of exceptional promise in the Honors College. All of the particular activities that take place at Adelphi—in the classroom, in the laboratory, on the playing field, and in the residence hall—contribute to the education of the whole individual in preparation for a lifetime of learning. This is the hallmark of an Adelphi education—our students find it embodied in their dedicated faculty, who work with students in small classes and one-on-one to help them achieve their best in the classroom, their future lives, and careers.

There are eight schools at Adelphi: the College of Arts and Sciences, the Honors College, the School of Education, the School of Business, the School of Nursing, the School of Social Work, the Gordon F. Derner Institute of Advanced Psychological Studies (IAPS), and University College. Each school's individual programs of study are shaped and infused by the belief that professional or disciplinary expertise gains meaning and force in the context of full intellectual development. Each school's faculty has been chosen to meet the twin standards of professional excellence and superb teaching. With a student/faculty ratio of 13:1, Adelphi students are educated by a full- and part-time faculty of over 500 that includes many internationally renowned scholars, scientists, artists, and critics.

Adelphi promotes its students' intellectual development by assigning to each first-year student a University advisor, a faculty member who serves as an intellectual model, advocate, and advisor. Additional support for learning comes from departmental advisors, for those students who have declared a major, and from the Office of Academic Services and Retention, which monitors, counsels, and assists students in their academic progress.

Students at Adelphi further their development in a wide array of extracurricular activities, including athletic programs, student newspapers and magazines, and clubs, societies, fraternities, and sororities. With an ethnically diverse student body, recruited from 35 states and more than 50 foreign nations, Adelphi provides a cosmopolitan atmosphere conducive to intellectual questioning, surprise, and growth. That growth is also stimulated by the accessibility of nearby New York City, which in its cultural richness and social complexity provides a real-world laboratory for students' exploration of the modern world.

The pages that follow present in greater detail the many facets of undergraduate life and learning at Adelphi University.

Abrief History of Adelphi University

Adelphi University's roots reach back to 1863 and the founding of the Adelphi Academy, a private preparatory school located at 412 Adelphi Street, Brooklyn, New York. The Academy was incorporated in 1869 and its Board of Trustees was charged with establishing "a first class institution for the broadest and most thorough training, and to make its advantages as accessible as possible to the largest numbers of our population." The school quickly gained a reputation for its innovative curriculum, particularly in physical culture and early childhood education. By 1893, 1,032 students were enrolled in its primary, grammar, three-year subcollegiate and two-year collegiate division.

The appointment of Dr. Charles H. Levermore as the head of the Academy in 1893 was an important moment in Adelphi's history. Realizing the city of Brooklyn was without a liberal arts college, Levermore seized the opportunity to establish Adelphi College. Through the efforts of Timothy Woodruff, former Lieutenant Governor of New York State and future president of the Board of Trustees, Adelphi College, with 57 students and 16 instructors, was granted a charter - one of the earliest charters granted to a co-educational college by the Board of Regents of the State of New York - on June 24, 1895. Henceforth, degrees issued bore the seals of Adelphi College and of the University of the State of New York and were signed by the officers of the college and by the Chancellor and the Secretary of the University. For the next 25 years, the Academy remained intact yet separate from the College.

Over the course of the next one hundred years Adelphi grew and changed significantly. For more than three decades following 1912, the institution served only women. In 1944, Adelphi's school of Nursing became the first such school established by a college in New York State in response to the pressing need for nurses created by the United States' entry into World War II. To mark the opening of two federally funded residence halls for women, First Lady Eleanor Roosevelt delivered an address at Adelphi entitled, "The Challenge of Nursing for Young Women Today." Within five-years, the School - one of the largest college-units of the United States Cadet Nurse Corps - graduated 500 nursing students into active service in the Corps and expanded the College's enrollment by 1,200 students.

After the war, Adelphi reverted to its original coeducational model to accommodate returning World War II servicemen. The School of Social Work was founded in 1949; doctoral education followed in 1950. Adelphi's program in clinical psychology was formally organized in 1952 and evolved into the Gordon F. Derner Institute of Advanced Psychological Studies, which has the distinction of being the first university-based graduate school in psychotherapy.

In 1963, after another decade of expansion, Adelphi was granted university status by the Board of Regents. By the 1970s, the Garden City campus, established in 1929, had expanded from its original three buildings - Blodgett, Levermore, and Woodruff Halls - to 21 buildings on 75 acres, including the Leon A. Swirbul Library, now a fully computerized collection of more than 1.7 million volumes.

College, the School of Business, the School of Education, the School of Nursing, the School of Social Work, and University College. Uniting these diverse liberal arts and professional programs is their shared tradition of academic innovation and rigor and their common philosophy of education and lifetime learning. Their more than 500 full- and part-time faculty serve over 6,400 undergraduate and graduate degree candidates.

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

Office of Academic Services and Retention

Adelphi University recognizes that each student is an individual, taking a distinct path to intellectual fulfillment and life goals. One of the offices dedicated to students is the Office of Academic Services and Retention. Here, students' academic progress is closely monitored to ensure that each student is treated as an individual, with individual talents, strengths, and difficulties. The Office oversees undergraduate advisement; each student's academic progress through its early warning system; and assists each academic unit in their academic services and support for students.

The Office of Academic Services and Retention also provides Adelphi's students with the Learning Center where students come for tutoring, consultation on academic work, and help with extra study.

College and School of The University

College of Arts and Sciences

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

Gordon F. Derner Institute of Advanced Psychological Studies

The Gordon F. Derner Institute of Advanced Psychological Studies is the first nationally recognized professional school in psychology. The Institute offers a B.A. in psychology, a Ph.D. degree in clinical psychology, accredited by the American Psychological Association, as well as a respecialization program for those Ph.D. psychologists who wish to retrain in clinical psychology. The Institute also offers a Postdoctoral Certificate in psychoanalysis and psychotherapy and a Master's degree in general psychology.

Honors College

To meet the challenge of increasing expectations for higher education in the 21st century, Adelphi launched its Honors College in September 1995. In 1997 the Honors College was one of 28 programs and departments chosen from over 800 nominations to be placed on the Templeton Honor Rolls as an example of true excellence in American higher education. The first graduating classes have proved the college worthy of this honor, gaining admission for graduate and professional study at Brown, Columbia, the University of Pennsylvania, Cornell, N.Y.U., and a large number of other great research institutions.

The Honors College aims to transform highly talented and motivated high school students into

been newly crafted to meet the needs of contemporary life and contemporary students, through a curriculum focused on the problems and achievements of modern knowledge and their bearing on the modern condition.

School of Business

The School of Business prepares leaders to meet the challenges of today's rapidly changing, business-oriented world. To this end, the School offers a comprehensive, relevant, professional education in business that is based on a solid foundation of liberal learning. It is the integration of liberal learning with professional education that provides business leaders with the breadth of knowledge and intellectual capacity they need to conceive and implement sound business decisions in an imaginative, ethical, and responsible way.

School of Education

The School of Education is composed of Education Studies; Communication Sciences and Disorders; and Health Studies, Physical Education and Human Performance Sciences.

In 1995 the School of Education introduced STEP, the Scholars Teacher Education Program, a five-year, combined bachelor/master's degree program for undergraduate students preparing to teach childhood and adolescent levels. Additionally, in cooperation with the College of Arts and Sciences, students may major in art education. Art education is a four-year program leading to visual arts certification, K-12.

Depending on the program, we prepare our students to teach in various K-12 school or clinical settings. Our students' professional preparation enhances their awareness of the foundations of schools, developmental stages of children, adolescents, youth and adults, and provides the skills, strategies, and techniques necessary to implement effective teaching/learning interactions in our complex multicultural society.

School of Nursing

To educate successful nursing professionals, the School of Nursing incorporates science and the liberal arts into a unique field of study. The School is committed to excellence in teaching, clinical practice, scholarship, research, and community engagement. Graduates of the School are educated and prepared to become professional nurses who are accountable to clients, society, and the profession. The School is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, NY, 10016, (212) 363-5555. The baccalaureate nursing program is also accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC. 20036-1120, (202) 887-6791.

School of Social Work

The School of Social Work prepares professional social workers for the human services. This preparation is done within the context of a broad liberal arts education that emphasizes the importance of intellectual skills and a moral vision. The curriculum enables graduates to live as informed citizens and to be educated, humane, and skillful professionals. The baccalaureate and master's degree programs are fully accredited by the Council on Social Work Education.

University College

University College houses "ABLE," Adelphi University's undergraduate degree program for adults, and the General Studies Program which offers a unique opportunity for students whose high school records do not meet Adelphi's regular admission standards, but who have the potential for successful achievement, to gain admission to the University and enhance their skills over the course of their freshman year. This innovative and credit-bearing program provides an intensive liberal arts curriculum and a full range

of academic support services. After completing the freshman year students take courses in other schools and pursue the major of their choice.

E . e i e C e . e

To meet the needs of students and the wider community, Adelphi extends its reach beyond the Garden City campus through its extension centers in Manhattan; Huntington, Long Island; and Poughkeepsie, where the Hudson Valley Center offers a graduate program in social work; as well as through a variety of off-site programs in diverse locales throughout the metropolitan region.

The Ma ha . a C e . e

Adelphi University's Manhattan Center is located in Soho, a historic district noted for its cast-iron architecture and home to artists, galleries, avant-garde dance companies and performance artists. The Center, a contemporary facility, encompasses more than 31,000 square feet of classrooms, conference rooms, student lounge areas, a research branch library, and an art gallery.

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U d e g a d a e C i c l m a d T a b l e o f U d e g a d a e D e g r e e

The undergraduate curriculum is composed of general education requirements, major requirements, and electives. To qualify for the award of a baccalaureate degree (B.A., B.S., B.B.A., B.F.A.), students must satisfactorily complete a minimum of 120 credits, including 34 credits in General Education and the number of credits (27 or more) required by their chosen major.

The University awards the following undergraduate degrees to students who fulfill degree requirements. Students are advised that enrollment in other than registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards.

B a c h e l o r o f A . (B . A .)

Anthropology (HEGIS: 2202.00)
 Art (HEGIS: 1002.00)*
 Art Education (HEGIS: 0831.00)
 Biology (HEGIS: 0401.00)
 Chemistry (HEGIS: 1905.00)
 Communications (HEGIS: 0601.00)
 Communicative Disorders (HEGIS: 1220.00)
 Dance (HEGIS: 1008.00)
 Economics (HEGIS: 2204.00)
 English (HEGIS: 1501.00)
 Environmental Studies (HEGIS: 0420.00)
 Fine Arts (ABLE) (HEGIS: 1099.00)
 History (HEGIS: 2205.00)
 Humanistic Studies (ABLE) (HEGIS: 4903.00)
 International Studies (HEGIS: 2299.00)
 Latin American Studies (HEGIS: 0308.00)
 Management and Communications (ABLE) (HEGIS: 0599.00)
 Mathematics (HEGIS: 1701.00)
 Natural Sciences (ABLE) (HEGIS: 4902.00)
 Philosophy (HEGIS: 1509.00)
 Physical Education Teacher "K-12" (HEGIS: 0835.00)
 Physics (HEGIS: 1902.00)
 Political Science (HEGIS: 2207.00)

* "HEGIS" stands for Higher Education General Information Survey.

Psychology (HEGIS: 2001.00)
 Social Sciences (ABLE) (HEGIS: 2201.00)
 Sociology (HEGIS: 2208.00)
 Speech (HEGIS: 1506.01)
 Teachers of Speech and Hearing Handicapped (HEGIS: 0815.00)

B a c h e l o r o f S c i e n c e (B . S .)

Art (HEGIS: 1002.00)
 Finance (HEGIS: 0504.00)
 Biochemistry (HEGIS: 0414.00)
 Biology (HEGIS: 0401.00)
 Chemistry (HEGIS: 1905.00)
 Computer Science (HEGIS: 0701.00)
 Financial Planning (ABLE) (HEGIS: 0505.00)
 Management and Communications (ABLE) (HEGIS: 0599.00)
 Mathematics (HEGIS: 1701.00)
 Music (HEGIS: 1005.00)
 Natural Sciences (ABLE) (HEGIS: 4902.00)
 Nursing (HEGIS: 1203.00/1203.10)
 Physical Education Teacher "K-12" (HEGIS: 0835.00)
 Physics (HEGIS: 1902.00)
 Social Sciences (ABLE) (HEGIS: 2201.00)
 Social Welfare (HEGIS: 2104.00)

B a c h e l o r o f B i e n i e A d m i n i s t r a t i o n (B . B . A .)

Accounting (HEGIS: 0502.00)
 Management (HEGIS: 0506.00)

B a c h e l o r o f F i n e A . (B . F . A .)

Theater Arts (HEGIS: 1007.00)
 Dance (HEGIS: 1008.00)

A r t s a n d L i b e r a l S t u d i e s D e g r e e (A . A .)

Liberal Arts (ABLE) (HEGIS: 5649.00)

General Education Program of Study

Science Building 123

Charles Shopsis, *Associate Dean, College of Arts and Sciences; Chair of General Education Committee*

E-mail: shopsis@adelphi.edu

Throughout its 105-year history Adelphi University has had a commitment to the value of a strong liberal arts and sciences education for all students. Given the complexities and challenges of modern life, we believe that all students, whatever their majors or professional aspirations, need an extensive array of academic skills and knowledge to assume a responsible role in society.

In the 1999–2000 academic year Adelphi University initiated a new program in General Education to meet these goals. This program is designed to provide students with a series of courses that will introduce them to university life, help them achieve competency in important academic skills, and provide the broad and rich educational experience essential for good citizens and good leaders. The program allows students a wide range of choices in the fulfillment of basic requirements, gives them the opportunity to pursue areas of interest in depth, and allows for the election of second majors or minors. The sequence of courses in the General Education program consists of 34 credits, some of which will also serve to meet students' requirements in their areas of specialization.

In the first semester of the freshman year students will take a one credit course entitled **First Year Orientation Experience**. This course serves as an introduction to university life in its various curricular and co-curricular aspects. Discussions will include majors, career planning, student activities, volunteer service

opportunities, and the complex community and social life ax0111 Tc19C0.0184. The r GenecTj-6.8d .0.0633

develop new skills or gain strength in areas that need improvement. To this end, these courses may be taken on a Pass/Fail basis.

The final component of the General Education program is a *di. ib. i. c. e. e. i. e. m. e.*, designed to encourage students to learn the methods of inquiry and subject matter in a wide spectrum of disciplines. Every student must complete at least six credits in each of the following four areas: the arts (art/art history, communications, performing arts, music), humanities and languages (English, history, international studies, philosophy), natural sciences and mathematics (biology, biochemistry/chemistry, computer science/mathematics, physics), and the social sciences (anthropology, economics, political science, psychology, sociology) for a total of 24 credits. Courses in interdisciplinary programs (Environmental Studies, African-American and Ethnic Studies) are allocated to one of the four areas above as appropriate. These distribution requirements can be fulfilled by any courses that meet major or minor requirements in the discipline. In addition, students can choose from introductory level non-major courses in several of these disciplines. Students should consult their advisors and the *Directory of Classes* for help in selecting these courses. Courses taken to meet the distribution requirement can also serve to meet major or minor requirements. The intention of this provision is to permit students who become intrigued with a discipline while meeting distribution requirements to use the course(s) taken toward a major, minor, or second major.

Students who entered Adelphi prior to September 1999 will receive credit toward the General Education requirements for courses they have completed, including core curriculum

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COURSES OF INSTRUCTION

GENERAL EDUCATION

GEN 100 Freshmen

Orientation Experience *1 credit*

A one-credit course for incoming Freshmen designed to serve as an introduction to the University. This orientation to Adelphi includes instruction in the use of the library and computer resources, the career services office, and the learning center. This course also addresses basic study and writing skills and community

COLLEGE OF
ARTS AND **S**CIENCES

College of Arts and Sciences

Science Building 127

Gayle Dranch Insler, *Dean*
E-mail: insler@adelphi.edu

Charles Shopsis, *Associate Dean*
Ruth McShane, *Assistant Dean*

Philosophy of the College

When Adelphi College was founded in 1896, it was committed to the belief that all frontiers of learning could be pushed further back. As the great minds of the past had pushed them back, so it was the challenge of each succeeding generation of students to learn from the great minds and, when the lessons were learned, to go beyond them. This continuum of learning, in which the past comes alive and the future becomes enabled by it, has been what Adelphi existed for from the start. This was liberal education.

As Adelphi University has developed over more than a century, it has maintained this philosophy of liberal education—most centrally in the College of Arts and Sciences. It is here that the University offers its students not merely disciplinary learning, but the general education that permits the disciplines to be seen in perspective. In addition to offering specialized study, which may show the student how to, the College offers to show the student something else: why.

Arriving at this why is the obligation of the humanities, those studies that preserve and interpret the intellectual and cultural heritage of the west and of the whole world. Literature is part of this heritage, as are philosophy, history, fine arts, music and drama, language and linguistics,

and the bedrock sciences of chemistry, biology, physics, and mathematics. Explorations of civil society and social interaction have grown historically from the humanities and add a further rich layer of thought and intellectual study. Each of these fields is studied on its own terms and with its own goals, which often include solid practical application and career opportunities. But they also interrelate with and illuminate each other in vital ways.

In a number of instances the interrelationship of various fields of study is embodied in formal programs offered in the College, such as Performing and Visual Arts, Environmental Studies, Journalism, or International Studies. In other instances the interrelationship is not that formal, but is still potent: questions of meaning, purpose, justification, need, relative importance, consequences, rights and duties, integrity and morality transcend narrow fields. They arise in studies where one would expect to find them articulated and in studies where one would not expect to find them. The discovery of and reflection upon these questions is a principal delight of a humanistic education.

The skills that a student develops in the course of a liberal education are those that are proper to each field in which she/he studies—fluency in languages, adeptness in mathematics, competence in the employment of chemistry, and so forth—but there are also powers, which one may call skills, that cut across all disciplines: research ability, analytical ability, critical thinking, and always the ability to express what one has learned. These are the components of a liberal, humanistic education.

The faculty of the College of Arts and Sciences would have its students develop in the broadest possible manner. Classroom learning is a part of the student's education, but that learning should always be pushing the student beyond the classroom, stimulating him or her to explore that which has yet to be revealed. Thus the student is encouraged to pursue original

research, to undertake collaborative work with peers and mentors, to work in a variety of internships in community service or the corporate world, and to avail himself or herself of the opportunities that the University offers to meet visiting artists, scholars, and world figures.

This is the College of Arts and Sciences' way of bringing about the promise of the University's motto, "The truth shall make you free."

Degree Requirements

Programs in the College of Arts and Sciences lead toward the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), or Bachelor of Fine Arts (B.F.A.) degrees, with a major in a particular area of concentration. Some students may also choose to take a second major or a minor, and some departments offer combined bachelor's-master's programs. Details of each department's program offerings are included in the pages that follow. Every student is required to complete a minimum of 120 credits of academic work in order to be awarded a bachelor's degree. To be eligible for a degree, the student must maintain a 2.0 grade-point average.

Major

Concentration in an area of inquiry assures that the student becomes knowledgeable in at least one specialized field. This area of concentrated study is known as the major. Undergraduate students are expected to complete no less than one quarter of their academic work in their major. The specific requirements for each major in the College are found under the individual program headings.

Second Major and Minor

Students who wish to complete the degree requirements of two departments may do so with permission, so long as they are able to fulfill General Education requirements and the requirements of both majors. Students may also

have a second major in a department not located in the College. A College student, for instance, might have a second major in the School of Education. That student can, however, be a candidate for only one degree. Most departments in the College of Arts and Sciences offer a series of courses (18 to 24 credits) that constitute a minor. In consultation with a faculty advisor in that department, the student is able to pursue a minor to complement the major field of study.

Individualized Major

A student may design and complete an individualized major course of study involving two or more departments. Such study is carefully guided and supervised by a faculty committee and represents an exceptional opportunity for the student whose academic interests are better served by a multi-disciplinary design. See the program section, "*Interdisciplinary Major.*"

Pre-Professional Preparation

A strong liberal arts and sciences education is the best preparation for professional careers, including law and medicine. Students contemplating or planning to pursue careers in law and medicine can receive guidance from pre-professional councils established for this purpose. Please refer to the section titled "*Pre-Professional Preparation.*"

Independent Study

Independent study is open to juniors and seniors only and no student may take more than 12 credits of independent study. Students should consult with their academic advisor about the regulations governing independent study. Permission forms for Independent Study are available from the Office of the Dean of the College.

Waiver of Academic Regulations

Petition forms to request waivers from the College of Arts and Sciences regulations are available in the Office of the Dean of the College and, after completion, are submitted to that office for the consideration of the Academic Standards Committee of the College of Arts and Sciences.

Joint Degree Program

Joint degree programs allow students to combine an undergraduate liberal arts and sciences education at Adelphi with specialized or advanced study at a partnering university, earning degrees from both Adelphi University and the partnering university. Programs are offered in computer science, dentistry, engineering, environmental studies, law, optometry, and physical therapy, in partnership with Polytechnic University, Tufts University School of Dental Medicine, Columbia University, Stevens Institute of Technology, Rensselaer Polytechnic Institute, New York Law School, New York Medical College, and the State University of New York (SUNY) College of Optometry. Most applicants to these joint degree programs are high school seniors but with careful planning and advisement these programs may also be open to transfer students and current Adelphi students.

For information about specific joint degree programs, please contact the following departments. For additional information, please contact each department directly.

- **Engineering**
Departments of Physics 516 877-4880
- **Environmental Studies**
Department of Biology 516 877-4200
Department of Environmental Studies 516 877-4212
- **Law**
Department of History 516 877-4790
- **Optometry**
Department of Biology 516 877-4200
- **Physical Therapy**
Department of Biology 516 877-4200
Department of Health Studies,
Physical Education and
Human Performance Science 516 877-4260
- **Computer Science**
Department of Mathematics
and Computer Science 516 877-4480
- **Dentistry**
Department of Biology 516 877-4200

A . h e s s e t t

Blodgett 102

John Vetter, *Director*

E-mail: vetter@adelphi.edu

Associate Professors

Anagnostis Agelarakis

Laraine Fletcher

Judith Johnston

Assistant Professor

John Vetter

Anthropology is the study of human culture in its widest sense, extending back to our primate origins. Because of its broad scope, anthropology provides an appreciation of the relationships among the environment, biology, and culture through time. It is a forum for a unique bridging and bonding of the natural sciences, the social sciences, and the humanities.

The range of cultural expression studied in anthropology includes prehistoric, traditional, developing, and industrialized societies. There are three approaches to the study of the field. Cultural anthropology seeks to understand the way people live in varied societal systems or cultures around the world. Archaeology is concerned with the study of the material remains of past human societies and cultures, and the use of these to reconstruct how people lived in the past. Archaeology is a branch of anthropology that deals with the study of the material remains of past human societies and cultures, and the use of these to reconstruct how people lived in the past. Archaeology is a branch of anthropology that deals with the study of the material remains of past human societies and cultures, and the use of these to reconstruct how people lived in the past.

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A r c h a e o l o h c r a l a d p h y s i c r a l a n t h r o p o l o i c r a r

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professionals. Students should contact the department concerning their individual needs.

The Mi

It is recommended that the student contact their faculty advisor for guidance in the development of an appropriate minor.

Degree Requirement.

In addition to the art major, all art students must complete the University's General Education requirements in liberal arts (28–30 credits). Students will also have the opportunity to take elective courses in other areas of interest. A total of 120 credits is required for completion of the B.A. degree in art. Participation in a senior thesis art exhibition is required of all art students concentrating in a studio area. Following are the minimum requirements for each of the art concentrations:

Certificate in Art Requirement.

Certificate in Fine Art: (63 credits total art and art history requirements)

Areas of study: painting, sculpture, ceramics, photography and printmaking.

Required Courses:

Studio Art Foundation (see above)	30 credits
Fine Art Studios (selected in consultation with faculty advisor)	24 credits
Art History (including ARH 253, Contemporary Art)	6 credits
Senior Portfolio Preparation	3 credits

Certificate in Graphic/

Advertising Design: (64–67 credits total art and art history requirements)

Students wishing to concentrate in Graphic/Advertising Design will normally do so beginning in their third year of study. Because of the intensive nature of this program, interested students will be required to present a portfolio to the Art Faculty consisting of 10–12 artworks selected from courses completed at Adelphi. This review will take place in March of the student's second year. Its purpose is to encourage and support those students who demonstrate the discipline and dedication necessary for success in this highly demanding program and profession.

Students who, in the faculty's judgment, have not progressed at the level expected would not be admitted to the graphic design program. The student's portfolio, academic record and class performance will be taken into consideration by the faculty in making this decision.

Required Courses:

Studio Art Foundation (see above)	30 credits
ART 203, 204 Computer Graphic Applications I, II	8 credits
ART 230 Introduction to Graphic Design	2 credits
ART 233, 234 Advertising Design I, II	8 credits
ART 239 Lettering & Typography	4 credits
ART 430 Advanced Graphic Design	2 credits
ART 433, 434 Advertising Design, Advanced Projects	4 credits
ART 492 Internship	3–6 credits
ART History Elective	3 credits

Certificate in Illustration:

(63 credits total art and art history requirements)

Required Courses:

Studio Art Foundation (see above)	30 credits
ART 213 or 214 Painting Studio	4 credits
ART 231, 232 Illustration I, II	8 credits
ART 413, 414 Painting Studio Advanced	8 credits
Studio Elective	4 credits
Art History Electives	6 credits
Senior Portfolio Preparation	3 credits

Certificate in Art Education:

(59 credits total art and art history requirements; 36–42 credits art education sequence in the School of Education)

This concentration is for those students seeking New York State Certification (K–12) in the teaching of art. Students will major in fine art and minor in education. Note: Please see "Art Education" in the School of Education section of this Bulletin.

Required Electives:

Studio Art Foundation (see above)	30 credits
Fine Art Studios, selected in consultation with the student's advisor in painting, sculpture, ceramics, photography or printmaking.	20 credits
Art History Electives	6 credits
Senior Portfolio Preparation	3 credits
Art Education Sequence (School of Education)	36-42 credits

Certificate in Art History:

(36 credits total art history requirements)

Required Electives:

ARH 196, 197	
Art & the World I, II	6 credits
ARH 247	
Art of Classical Antiquity	3 credits
ARH 249	
Art of the Italian Renaissance	
<i>OR</i>	
ARH 250	
Northern European Art	3 credits
ARH 251	
19th Century Art	
<i>OR</i>	
ARH 260	
17th & 18th Century Art	3 credits
ARH 252	
20th Century Art	
<i>OR</i>	
ARH 253	
Contemporary Art	3 credits
ARH 360	
Art History Seminars (at least 2)	6 credits
ARH 563	
Philosophy & Criticism of Art	3 credits
Art History Electives	9 credits

Art History Honors Thesis option: Students seeking to graduate with honors in art history may, with permission of the department, register for ART 490, Independent Study/Art History Honors Thesis.

Honors in Art.

Students who have obtained a minimum grade point average of 3.75 in their art and art history courses, based on seven semesters of work, will be awarded Honors in Art.

Art Minor

Art minors are offered in photography and art history and are based upon the completion of at least 6 courses in the respective area with a grade of C or better. Students who minor in art history must complete ARH 196, 197 Art and the World I, II; and four art history electives. Students must obtain the permission of the department chair to declare an art minor.

Summer Workshops Program

The Department of Art & Art History offers an extensive program of intensive summer art workshops for both graduate and undergraduate students. This program is open to visiting students and to students who are not necessarily majoring in art. Please see the Summer Directory of Classes or contact the art department for a current listing of workshops offered. Permission of the department is required to register for summer workshops as enrollment is limited.

Biology

Science Building 103

James Dooley, *Chair*

E-mail: dooley@adelphi.edu

Director of Undergraduate Academic Affairs

Benjamin Weeks

E-mail: weeks@adelphi.edu

Professors

A. Coolidge Churchill
Deborah F. Cooperstein
Carol Diakow
James K. Dooley
Gayle D. Insler
Richard Lund
George K. Russell

Associate Professor

R. David Jones

Assistant Professors

Lawrence J. Hobbie
Benjamin Weeks
Thomas Forbes

Explore the complexity of life. Studying biology at Adelphi means developing a deeper understanding of the processes that comprise life. Its study is surely more than learning facts and theories. The curriculum encompasses a spectrum of inquiry from the origins of life itself, through the molecular, cellular, organismal, and ecological aspects of its functioning. Students will also have the opportunity to gain hands-on skills outside of the classroom, by participating in a broad range of independent research projects with faculty. Our computer and research laboratories are equipped with state-of-the-art instrumentation, and provide the ideal environment to explore how theory and research intersect. Internships are available for select seniors at local biotechnology companies, research facilities and hospital research laboratories. Through learning opportunities in and out of class, students will have access to nationally funded research in frontier and classic areas of inquiry, and be exposed to dialogue on the current thinking in this dynamically developing discipline. Biology is truly the study of life in all its complexity and wonder.

In addition to General Education requirements, the requirements of the major in biology are as follows:

Requirements for the

Major in Biology

Bachelor of Science

Bachelor of Arts Degree

- 1) A total of 38 Biology course credits*
- 2) Courses BIO 111 and 112
- 3) Distribution requirements**
 - a) one course from category I
 - b) one course from category II*
 - c) two courses from category III
- 4) At least two courses at the 400 and/or 500 level excluding 491, 492, 498, and 499.
- 5) A maximum of four credits from 491, 492, 498, and 499 will be counted toward the required total 38 biology credits.

I. Ecology / Organismal

BIO 220	Organic Evolution
BIO 234	Principles of Ecology
BIO 253	Marine Biology
BIO 260	Animal Behavior

II. Anatomy / Physiology *

BIO 355	Histology
BIO 360	Principles of Regulatory Physiology
BIO 484	Neurobiology
BIO 567	Environmental Pollutants and Disease

*Both the distribution requirement for category II, and four of the 38 total credits can be satisfied by taking both Biology 203 and 204.

**It should be noted that credits from additional courses taken in these categories (I-III) will be applied to the 38 total required credits. However, after completing the distribution requirements, all remaining credits may be derived from the elective courses.

Special Biology Program

Five-Year Bachelor-Master's

Program

It is possible to obtain both the bachelor's degree and the master's degree in biology within a five-year period. This program is intended for only the most serious student of biology. Application must be made by the beginning of the junior year to the director of the department's Undergraduate Academic Affairs Committee.

The Minor

Students wishing to minor in biology must complete a minimum of 23 credits in biology. These credits must be distributed in the following way:

BIO 111, 112 Biological Concepts and
Methods

OR Equivalent

BIO 222 Genetics

The remaining credits needed to complete the minor in biology shall include an additional course numbered 220 or above, plus additional credits at the 300-level or above. A minimum of two 4-credit laboratory courses must be part of the remaining credits. It is recommended that the student contact faculty for individual guidance in the development of an appropriate minor.

Honors in Biology

To qualify for honors in biology, the student must satisfactorily complete BIO 288 and a minimum of two semesters of BIO 498, 499, maintain a cumulative index of 3.5 in biology courses, submit an acceptable thesis to the Committee on Honors and Undergraduate Research, and fulfill the regular requirements for graduation. Acknowledgment of obtaining honors in biology will appear on the student's final transcript.

Interested students may gain entry to the Honors Program by petitioning the biology department's Committee on Honors and Undergraduate Affairs. This petition shall consist of a written résumé of the student's background and interest in participating in the Honors Program. This material must be in the hands of the committee no later than two weeks before the registration time at which the student would normally sign into BIO 288.

Premedical Preparation

Requirements

The basic courses required by most professional schools include one year of general chemistry, one year of organic chemistry, one year of biology, and one year of physics.

All students who intend to prepare for medical, dental, veterinary, osteopathic medical, podiatry, or optometry school, should register with the Premedical Advisor before the end of their sophomore year. (*See section on Pre-professional Preparation for more information.*)

The Dental Preceptorship Program

The Dental Preceptorship Program consists of a research project in a particular area within the field of the dental sciences, coupled with clinical experience and observation. Clinical experience will include rotations in pedodontics, periodontics, oral-facial maxillary surgery, endodontics, orthodontics, dental care of the handicapped, and preventive dentistry.

Joint Degree Program

Adelphi University

Program Details

Adelphi University and the Tufts University School of Dental Medicine jointly select up to 15 students each year who will major in biology and enter Tufts University's School of Dental Medicine at the end of their third year of college. Adelphi University will confer the bachelor's degree after the successful completion of the first year of dental school.

In general, to be eligible, students must have a 3.2 academic average in high school (A = 4.0), score at least 1100 on the SAT examination, and receive a strong letter of recommendation from their high school counselor. Applicants must participate in interviews that will be conducted by both Adelphi University and the Tufts University School of Dental Medicine.

Students selected for this program will have an opportunity for on-campus research and off-campus clinical dental experience. Students will be expected to maintain above a 3.3 average and obtain scores of at least 15 on the Dental Aptitude Test.

Students interested in this program should contact the Adelphi Admissions Office at 516-877-3050 and the department of biology at 877-516-4200 for additional information and an application form.

Adelphi University

Program

Program Details

Adelphi University and SUNY College of Optometry jointly select up to eight students each year who will major in biology and enter SUNY College of Optometry at the end of their third year of college. Adelphi will confer the bachelor's degree after the successful completion of the first year of optometry school.

To be eligible, students must have a 93 academic average in high school, score at least 1200

on the SAT examination, with at least 600 on the math SAT, be in the top 10% of their high school class, and receive a strong letter of recommendation from their high school counselor. Applicants must participate in interviews that will be conducted by both Adelphi University and SUNY College of Optometry.

Students selected for this program will have an opportunity for on-campus research and off-campus clinical experience. In order to continue in the program, students must maintain above a 3.2 average and obtain at least a 330 total science score on the Optometric Admissions Test, with no score below a 310.

Students interested in this program should contact the Adelphi Admissions Office at 516-877-3050 and the department of biology for additional information and an application form.

Biological Web Address:

<http://academic/adelphi.edu/biology>

Adelphi University

Program Details

Determining both a need and an increasing interest in physical therapy among our students, Adelphi University and the New York Medical College Graduate School of Health Sciences in Valhalla, New York, are offering a combined five-year B.S./M.S. in physical therapy.

Students admitted to the program are required to take a strong liberal arts and sciences program at Adelphi University and, after completing their junior year, to continue their studies at New York Medical College. After two years at New York Medical College, students receive a Bachelor of Science degree in biology or in physical education and human performance science from Adelphi University and a Master of Science degree in physical therapy from New York Medical College.

A limited number of placements are available. Students are admitted provisionally to the New York Medical College program during their first year at Adelphi subject to periodic reviews.

The final decision to accept a student is made by New York Medical College during the student's junior year at Adelphi.

For admittance to New York Medical College following their junior year at Adelphi students must have an academic record with a minimum G.P.A. of 3.0 that includes a balance of coursework in the humanities, social sciences and natural sciences, including competency in English writing. Requirements include:

- Three courses in biology including general biology, anatomy (must include laboratories) and physiology
- Two courses in chemistry, with laboratories
- Two courses in physics, with laboratories
- One course in general or introductory psychology
- One course in abnormal psychology
- One course in mathematics
- One course in statistics
- Volunteer or work experience (at least 50 hours) in physical therapy, including 20 hours in an acute care/hospital setting
- Current certification in first aid and cardiopulmonary resuscitation
- Coursework that requires the use of computers or teaches computer literacy

Candidates must apply to Adelphi University and express their interest in the physical

Chemistry

Science Building 201

Sung Moon, *Chair*

E-mail: moon@adelphi.edu

Distinguished Research Professor

Frederick A. Bettelheim

Professors

Stephen Z. Goldberg

Joseph M. Landesberg

Sung Moon

Reuben M. Rudman

Stanley Windwer

Associate Professor

Charles Shopsis

Chemistry is the branch of the physical sciences that deals with material substances. Its purview includes the elements, the combination of elements and formation of compounds, the phenomena that arise from exposure of substances to different physical conditions, and

Mathematical Physics (19 credits for the B.S. and B.A. degrees)

MTH 114	Statistics for Natural Science
MTH 141, 142	Calculus and Analytic Geometry I, II
PHY 111, 112	College Physics I, II
<i>OR</i>	
PHY 113, 114	Physics for Science Majors I, II

General Education courses and electives chosen in consultation with the advisor.

Requirements for the Major in Biochemistry.

In addition to General Education requirements, a total of 72 credits is required for a major in biochemistry, consisting of 41 credits in chemistry and 31 credits in cognate areas.

Chemistry (35 credits)

CHE 111, 112	General Chemistry
CHE 251, 252	Organic Chemistry
CHE 253, 254	Organic Chemistry Laboratory
CHE 265	Quantitative Analysis
CHE 321	Physical Chemistry I
CHE 323	Physical Chemistry Laboratory I
CHE 471, 472	Biochemistry I, II

Two courses chosen from the list below or from upper level biology courses with permission of the chemistry chair:

CHE 322	Physical Chemistry II
CHE 324	Physical Chemistry Laboratory II
CHE 470	Principles of Toxicology
CHE 475	Biochemistry of Proteins and Nucleic Acids
CHE 476	Biochemistry of Complex Carbohydrates
CHE 477	Biochemistry of Membranes and Lipids
CHE 478	Bioinorganic Chemistry

Mathematical, Physics, and Biology (31 credits)

MTH 141, 142	Calculus and Analytic Geometry I, II
MTH 114	Statistics for Natural Science
PHY 111, 112	
<i>OR</i>	
PHY 113, 114	Physics
BIO 111, 112	Biological Concepts and Methods
BIO 222	Genetics

General Education courses and electives chosen in consultation with the advisor.

The Minor

The minimum requirements for a minor in chemistry are 26 credits of chemistry courses.

The basic required courses (18 credits) are the following:

CHE 111, 112	General Chemistry
CHE 251, 252	Organic Chemistry
CHE 253, 254	Organic Chemistry Laboratory

In addition, (8 credits) of chemistry courses should be chosen in consultation with an advisor.

Recommended courses are:

CHE 265	Quantitative Analysis
CHE 471	Biochemistry I
CHE 472	Biochemistry II

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Blodgett Hall 113

Helen Stritzler, *Chair*

E-mail: stritzler@adelphi.edu

Associate Professors

Peter C. Costello

Helen Stritzler

Assistant Professors

Deron Albright

Margaret Cassidy

Jerry Tartaglia

Visiting Director, Journalism

Barbara Fischkin

The Program in Communications, part of the Faculty of the Arts, comprises three interdisciplinary areas of study: film and video production; communication and media studies; and journalism, which is a joint offering by communications and English. The well integrated communications curriculum emphasizes creativity, knowledge, and critical awareness, and reflects a strong commitment to liberal rather than technical education. The major also offers an extensive, carefully monitored Professional Internship program that places students in diverse settings of small and major communications institutions.

The film and video program focuses on fundamental principles of the art of the moving image through hands-on experience at every level and includes animation, writing for media, and advanced special projects. Individual student work and field production are emphasized; unparalleled access to equipment in our state-of-the-art facility is provided on an almost round-the-clock basis.

The communication and media curriculum explores the history of communications, com-

munications theory, television journalism, film/video history and aesthetics, the impact of new technologies, contemporary journalism, the globalization of media, children and the media, and the role of communication in culture and behavior.

Students participate in national undergraduate research conferences, compete in national and local film and video festivals, produce a regular public access cable television program, organize and publish Magnum Opus Arts Magazine, are active in the university newspaper and participate in a chapter of the national communications honor society. Students' film/video work is shown in two public events, the EVOL Festival, entirely run by students, and the Annual Student Film/Video Festival.

Tale . Schola hi

The department of communications, in cooperation with the office of admissions, offers several Talent Scholarships each year to outstanding entering freshmen who show evidence of unusual ability and accomplishment in the media arts.

Re i eme . f6 . he Maje i Comm ica i6 (40 credits)

F6 -Yea Se e ce

Applicable to students entering as of Spring 1998.

F e hma /S6 h6m6 e Yea

COM 090	Communications Internship
COM 201	Mass Media in a Changing World
COM 206	History of Media and Communication
COM 213	Art of Film/Video
COM 215	Film Then and Now: Genres, Styles, Movements
COM 225	Elementary Film and Videomaking

J i~~6~~ Yea

COM 300	Television and the American Experience
COM 315	Communication and Behavior
COM 325	Intermediate Filmmaking
COM 330	Intermediate Videomaking

Se i~~6~~ Yea

COM 334	Major Directors
<i>OR</i>	
COM 415	Issues in Film Theory and Criticism
COM 406	New Communications Technologies and

The Minor

It is recommended that the student contact faculty for individual guidance in the development of an appropriate minor.

Career Communications, Inc.

The department participates in the programs of the Center for Communication, Inc. The Center is an independent, nonprofit organization that sponsors meetings and seminars between small groups of students and leaders and professionals from the fields of communication. Students gain firsthand information about issues and careers in television, radio, newspapers, book and magazine publishing, advertising, and public relations. A Career Day is held every semester.

Professional Internships

The department makes available to upper-level students a wide variety of intensive internship opportunities in leading professional organizations.

The key to successful internships is the significance of the work assignments performed by interns. The work must be a high enough level to challenge interns and to promote genuine learning.

In order to assure the quality of students' learning experiences, all internships are fully monitored by the department with the active support of the organization in which the intern has been placed.

Recent intern placements include the following: Cablevision, Corporate Communications-ABC, CNN, National Westminster Bank, New York Yankees, Sports Channel, the Brooklyn Museum, the Lehrer Newshour, the Museum of Broadcasting, USA Network, WABC-TV New York, WCBS-TV New York, WLIW Channel 21, WNBC-TV New York, and Merrill Lynch.

Department of Communications Award

Creativity in Film and Video Award

The student who receives the Department of Communications "Creativity in Film and Video Award" must have completed, with distinction, the cycle of film and video production courses offered by the department. In addition, he or she must have demonstrated a commitment to the art of filmmaking. His or her film or video work produced as an in-class project or as an Independent Study project must express their personal creative vision and his or her mastery of the skills of filmmaking.

Writing and Research Award

The graduating senior who is granted the Department of Communications "Writing and Research Award" will have shown growth in writing and research skills throughout his or her academic tenure at Adelphi, culminating in a senior thesis that shows originality, thoroughness of research and documentation, and mastery of theory and relevant literature.

E gli h

Harvey Hall 201

Judith Baumel, *Chair*

E-mail: baumel@adelpi.edu

Professors

Thomas F. Heffernan

Stephen Klass

Assistant Professor

Ruth Sternglantz

E i me . al S die

Science Building 103

Richard Lund, *Director*
E-mail: lund@adelphi.edu

Professors

Henry Ahner, *Physics*
A. Coolidge Churchill, *Biology*
Anthony Cok, *Environmental Studies*
James Dooley, *Biology*
Thomas Forbes, *Biology*
Martin H. Garrell, *Physics*
Richard Lund, *Biology*
Sung Moon, *Chemistry*
Gottipaty Rao, *Physics*

Associate Professors

Anagnostis Agelarakis, *Anthropology*
Regina Axelrod, *Political Science*
Laraine Fletcher, *Anthropology*
David Gleicher, *Economics*
Charles Shopsis, *Chemistry*
Lawrence Sullivan, *Political Science*

Assistant Professors

Mariano Torras, *Economics*
John Vetter, *Anthropology*
Benjamin Weeks, *Biology*

Environmental studies is an interdisciplinary field that combines scientific and humanistic approaches to the investigation of human interaction with the environment. The complexities of environmental issues present formidable intellectual challenges. Many of the scientific and technological aspects remain to be understood, and analysis of the interplay of cultural, economic, and political forces requires the thoughtful application of the social sciences and liberal arts.

The faculty of the Environmental Studies Program draw their expertise from a range of

Cognate Courses: 15 credits chosen from

- BIO 103 The Living World
AND
 BIO 104 Darwin to DNA
 CHE 107 Essentials of Chemistry
AND
 CHE 108
 MAT 113 Survey of Statistics

**Re i e m e . f e a e c i a l i a i e i . h e
 N a t u r a l S c i e n c e a n d t h e E i e m e .**

- ENV 101 Social Sciences and
 Environmental Problems
 ENV 102 Natural Sciences and
 Environmental Problems
 ENV 410 Senior Seminar in
 Environmental Studies
 ENV 420 Internship in Environmental
 Studies (Strongly suggested)

- ANT 390 Forensic Anthropology
 BIO 234 Principles of Ecology
 ECO 111 The Price System
 ENV 104 Environmental Geology
 ENV 280 Urban Environments
 POL 212 Environment and Politics
 POL 213 Energy Policy

- BIO 243 Botany
 BIO 253 Marine Biology
 CHE 470 Principles of Toxicology
 ENV 310 Water Resources and
 Hydrology
 ENV 323 Marine Resources

- BIO 111 Concepts in Biological
 Science
AND
 BIO 112 Methods in Biological Sciences
 CHE 111 General Chemistry (1 year
AND
 CHE 112 of organic chemistry is also
 strongly suggested)
 Statistics (math, psychology departments) or
 Personal Computers for Scientists (listed in
 environmental, biology, chemistry departments)
 PHY 111, 112 College Physics I, II
OR
 PHY 113, 114 Physics for Science Majors

The Mi e

**Joint Degree Program
Adelphi-Columbia University
Program in Environmental Studies**

Adelphi University and Columbia University are offering students two exciting program options in environmental studies:

- A five-year program (three years at Adelphi University plus two years at Columbia University) to earn both a B.A. in environmental studies at Adelphi University and a B.S. in earth and environmental engineering from Columbia University;

OR

- A six-year program (four years at Adelphi University plus two years at Columbia University) to earn both a broad-based B.A. in environmental studies and an M.S. in earth resources engineering from Columbia University.

In the spirit of “research for conservation and good stewardship of the earth” Adelphi University and Columbia University have agreed to cooperate in joint research activities, exchange faculty and students for research, and extend invitations to scholars for joint lectures, colloquia, and symposia.

Candidates must apply to Adelphi University and express their interest in the environmental studies joint degree programs. For specific requirements please contact the department of environmental studies at (516) 877-4212, or the department of biology at (516) 877-4200.

History

Blodgett Hall 200

Martin Haas, *Chair*
E-mail: haas@adelphi.edu

Professors

Dominick Cavallo
Armstrong Starkey

Assistant Professors

Cristina Zaccarini
Dennis Hidalgo

Associate Professors

Lester Baltimore
Martin Haas
Patrick Kelly
David Rubinstein

History, the study of the human past, is one of the most ancient intellectual pursuits. To be without history is to be without memory, to have no knowledge of who we are and how we came to be. By requiring the development of such intellectual capacities as imagination, reading, writing, critical thinking, and moral judgment, history encourages the full maturation of the mind. Just as important, the study of other people in different times and places expands the student's understanding of what it is to be human.

The history curriculum at Adelphi is a sequence of courses of increasing sophistication designed to transmit historical knowledge and hold it up to scrutiny; sharpen conceptual abilities; promote understanding of process and change; and build proficiency in research. Using both traditional and innovative techniques of historical investigation, students majoring in history analyze and reflect on the past, thereby gaining a rich new perspective on the present.

A major in history prepares students for graduate study in the discipline as well as for the intellectual demands of many other professions, including law, journalism, civil service, banking, and business. History majors bring to their

careers highly valued abilities in research and writing, along with a sophisticated knowledge of world affairs.

Requirements for the

Major in History (36 credits)

In addition, 6 credits in non-history cognate courses are required. Appropriate courses will be determined by consultation between student and advisor.

The curriculum of the history major is structured in four stages or tiers.

First Tier (100 level)
(12 credits)

HIS 101 Origins of Western
Civilization I

OR

HIS 105 World Civilizations I
HIS 102 Origins of Western
Civilization II

OR

HIS 106 World Civilizations II
HIS 103 American Civilization to 1865
HIS 104 American Civilization
Since 1865

Second Tier and **Third Tier**
(200 level) (3 credits)

HIS 201 Sophomore Seminar in
Research Skills

Advanced Tier (200–300 level)
(18 credits)

Minimum requirements:

United States history—one course

European history—one course

Non-Western history—two courses from different
geographical/cultural areas

History electives—two courses

Senior Research Seminar (400 level)
(3 credits)

There is a prerequisite requirement; a student may take this course on designated topics in either American or European history.

NOTE: History majors are limited to a maximum of 45 credits in history.

NOTE: The department of history will accord 3 credits toward the history major for economic history courses ECA 220 European History, ECA 221 American Economic History. For course descriptions see Economics, listed in the School of Business section of this Bulletin.

The Minor

Students who wish to minor in history must consult an advisor before choosing their courses.

Requirements for the Minor in History (21 credits)

HIS 101, 102 Western Civilization I, II
(6 credits)

OR

HIS 105, 106 World Civilizations I, II
(6 credits)

HIS 103 American Civilization I
HIS 104 American Civilization II

3 credits in:
Asian History OR
African History OR
Latin American History

6 credits: J
Electives

NOTE: No more than 12 credits in 100-level courses are allowed for the major or minor in history.

Phi Alpha Theta

Students taking 12 credits in history with high academic achievement will be invited to join Phi Alpha Theta, the national honor society in history.

Honors in History

To graduate with honors in history the history major must maintain a G.P.A. of 3.5 in history courses, fulfill all requirements of the major, including the senior research seminar, demonstrate reading competence in a foreign language equivalent to two years of study at the university level, and fulfill all regular requirements for graduation.

**Joint Degree Program in Law
Adelphi University and New York
Law School**

This six-year combined plan program (3 years at Adelphi University and 3 years at New York Law School) enables qualified students to take the required prerequisite courses at Adelphi and transfer to New York Law School after completing their junior year. With careful planning and strong credentials, students receive both a Bachelor's degree and a

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Science Building 127

Dedicated students with the talent and interest for working independently, and for whom a traditional major may not serve his or her intellectual goals, may petition to complete an Interdisciplinary major of carefully planned work from two or more departments. The student will be supervised by a three-person faculty advisory committee to assure that the program embodies a disciplined cumulative study that moves from elementary through more advanced levels of work. Students should be aware that this option would not always be available to those within a prescribed program leading to professional certification and/or licensure.

P r o c e d u r e

Students must declare their intention to pursue the Interdisciplinary major prior to the beginning of their fifth semester of study by petitioning a three-person faculty advisory committee. Transfer students with 64 credits or less (including those with a two-year degree from institutions affiliated with Adelphi University) will be eligible to petition for the Interdisciplinary major as well, but not later than their first semester in attendance.

The student's interdisciplinary advisory committee will consist of his/her academic advisor (normally from the discipline most central to the inquiry) as well as two other faculty members selected by the advisor and faculty head/department chair. The three-person committee should be representative of at least two of the areas intended for study. The advisor will notify the dean when new advisory committees and programs of study have been formed.

The student's approved program must have 18 to 24 credits of in-depth work in a single disciplinary area. In addition, the major should total no less than 36 credits, and might be more based upon the decision of the student's advisory committee. Student eligibility for and good standing within the Interdisciplinary Studies major will reflect the standards of the particular unit as well as criteria established by the student's faculty advisor, advisory committee, the faculty head/department chair, and dean's office.

The three-person advisory committee must meet with the declared students once each semester until graduation to discuss their work, progress, and plans for subsequent studies. A brief report of each meeting will be submitted to the related faculty head and dean's office.

Students pursuing the interdisciplinary major will be expected to complete a Senior culminating project reflecting their interdisciplinary study. Projects should be approved by the advisory committee, and notification of successful completion forwarded to the faculty head and dean.

If you think you may be interested in creating an interdisciplinary major, contact your academic advisor or dean's office.

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Harvey Hall 226

B i e C e f B i e
C e . a i (3 credits each)

Note: The following corequisites (9 credits) are required for the Business Concentration: Math 110 and Economics 111, 112.

See offerings of the School of Business for descriptions of these courses.

Required

INS 341/BUS 341 International Business

15 credits chosen from:

INS 252/

Language Core Required of ALL**Students in the major** (12 credits)*Select the FRE or SPA courses from this group.*

- FRE, SPA 231 Cross-Cultural Concepts
(French, Spanish)
- FRE, SPA 246 France Today or Spain Today
OR
- SPA 248 Trends and Tendencies
in Latin America
- FRE, SPA 310 Strategies in Oral
Communication (French,
Spanish)
- FRE, SPA 344 Translation Techniques
(French, Spanish)

Additional Language Core Required of**Students in the Business Core**

(6 credits)

- FRE 263, 264 Introduction to International
Business French I, II
- OR*
- SPA 263, 264 Introduction to International
Business Spanish I, II

Additional Language Core Required of**Students in Political Science Core**

6 credits to be chosen from:

- FRE 292 The French Speaking World
- FRE 302, 303 Emergence of Modern
France I, II
- SPA 246 Spain Today
- SPA 248 Trends and Tendencies in
Latin America
- SPA 325 Development of Latin
American Identity

The Minor

Students who wish to minor in a language must complete 18–24 credits in that language, depending on the student's entry level. It is recommended that the student contact language faculty early for individual guidance in the deencies in

Mathematics and Computer Science

Alumnae Hall 111

William Quirin, *Chair*

E-mail: quirin@adelphi.edu

Professors

David Lubell

Walter Meyer

William Quirin

Associate Professors

Stephen Bloch

Robert Emmett Bradley

Yuly Brodsky

Robert M. Siegfried

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 curricula of mathematics and computer science are progressive. Intermediate-level courses build upon the logic and knowledge gained from the elementary courses, and the advanced courses build upon the foundations of the intermediate courses. The major in mathematics prepares a student for graduate study in mathematics, as well as for a career in teaching, business or a high-tech industry. The computer science major equips a student for both graduate work in computer science and a career in a computer-related industry.

In addition to the University General Education requirements, the requirements for the major in Mathematics and Computer Science are as follows:

Requirements

Major in Mathematics (45 credits)

MTH 141	Calculus and Analytic Geometry I
MTH 142	Calculus and Analytic Geometry II
MTH 143	Calculus III
MTH 144	Introduction to Ordinary Differential Equations
CSC–MTH 156	Discrete Structures
MTH 157	Linear Algebra
CSC 171	Introduction to Computer Programming
MTH 257	Abstract Algebra
MTH 321	Geometry I
<i>OR</i>	
MTH 322	Geometry II
MTH 361	Introduction to Probability Theory
MTH 431	Analysis

Two additional mathematics courses chosen from among:

MTH 321	Geometry I
<i>OR</i>	
MTH 322	Geometry II
MTH 326	History of Mathematics
MTH 351	Theory of Numbers
MTH 355	Symbolic Logic
MTH 362	Mathematical Statistics
MTH 365	Mathematics Applied to Societal Problems
MTH–CSC 366	Introduction to Queueing Theory
MTH 383	Numerical Calculus

Students intending to go on to graduate work in mathematics are urged to take at least one section of the Mathematics Honors Seminar (MTH 290–295).

department. In addition, it is strongly recom-

Music

Post Hall 22

Paul Moravec, *Director of Music*

E-mail: moravec@adelphi.edu

Visiting Professor

Michael Hume

Associate Professor

Paul Moravec

Students of music at Adelphi undertake a comprehensive education that prepares them for a range of artistic enterprises, including scholarship, graduate study, and professional careers in education, performance, composition, or music-business. Performance experience is gained through instrumental or vocal lessons; participation in orchestral, choral, or chamber music groups; and participation in musicales, recitals, Broadway reviews, and staged music/theater works. Knowledge of music and its creators is obtained through the study of music theory, sight-reading, and music history. Knowledge of current trends is gained from on-campus visits by musicologists, performers, critics, composers, administrators, and educators.

All majors must, in addition to the University's general education requirements (courses in fields other than the major), complete the required number of credits leading to a Bachelor of Science degree with an emphasis in music. Additional graduation requirements include the performance of a complete public recital and passing a comprehensive senior-level examination that tests the student's knowledge of music literature, history, and theory.

Acceptance as a music major is contingent upon passing a performance audition. Theory and ear-training tests are required for proper placement within the sequence of theory and musicianship courses. This audition and set of tests must be completed before final admission to Adelphi University is granted.

Talented Scholars

The department of music, in cooperation with the office of admissions, offers several talent scholarships each year to outstanding entering freshmen who show evidence of unusual ability and accomplishment in the media arts.

Requirements

Major in Music (42 credits)

Theory

MUA 110	Elementary Theory and Harmony I
MUA 111	Elementary Theory and Harmony II
MUA 112	Ear Training, Dictation and Sight Singing I
MUA 113	Ear Training, Dictation and Sight Singing II
MUA 210	Advanced Theory and Harmony I
MUA 211	Advanced Theory and Harmony II
MUA 212	Ear Training, Dictation and Sight Singing III
MUA 213	Ear Training, Dictation and Sight Singing IV
MUA 214	Keyboard Harmony I (<i>optional</i>)
MUA 215	Keyboard Harmony II (<i>optional</i>)
MUA 310	Form and Analysis
MUA 410	Composition (<i>optional</i>)
MUA 413	Conducting and Orchestration (<i>optional</i>)

History

At least four semesters from such offerings as:

MUH 321	Music of the Renaissance
MUH 322	Music of the Baroque
MUH 323	Music of the Classical Period
MUH 324	Music of the Romantic Period
MUH 325	Contemporary Music
MUH 390	American and World Music

P i a n o

Eight semesters of private lessons in voice or an instrument.

E nsemble Performance

Eight semesters of participation in orchestra, chorus, pop ensemble, or chamber ensemble.

I . e -A . e i e m e . f o r a l l M u s i c

Majors :

MUH 290 The Arts and the Creative Process

Two courses in other disciplines (art, theater, dance, film, or language)

Note: Students lacking proficiency in piano may be required to take lessons or piano class.

Voice majors may be required to take language classes.

The Minor in Music

The minor in music can be tailored to the individual needs and talents of the student, and may include the following:

- Private instruction (instrumental or vocal) – 2 semesters;
- Ensemble performance – 2 semesters;
- Music theory and/or music history courses.

The student must contact the music department for guidance. Students interested in music/business or music technology studies should contact the chair of the music department.

Pe r f o r m i n g A r t s

Post Hall 4

Nicholas Petron, *Chair; Director of Acting Program*
E-mail: petron@adelphi.edu

Frank Augustyn, *Director of Dance Program*
Elaine Massas, *Academic Director of Technical
Theater/Design Program*
Peter Borchetta, *Technical Director of Technical
Theater/Design Program*
Gregory John Mercurio, *Resident Set Designer*

<i>Professors</i>	<i>Visiting Professor</i>
Nicholas Petron	Maggie Lally
Frank Augustyn	

Associate Professor
Elaine Massas
Brian Rose

Performing arts majors may choose concentrations in acting, design/technical theater, or dance to prepare for a lifetime of practice in drama, music, and dramatic movement. Adelphi's programs offer a unique blend of theatrical practice—the skills, crafts, and attitudes necessary to succeed in the performing arts—with the tradition of liberal learning through which each new generation of creators and critics reinterprets and revitalizes these arts. To this end, the department of performing arts offers programs leading to a B.F.A. degree in dance and a B.F.A. degree in theater arts with specializations in acting and design/technical theater.

Acting Program

The acting program educates students for work in the theater and its allied branches. While a performing arts education provides students with the skills and attitudes necessary for a life in the theater, it also seeks to awaken in

the student a creative sensibility through a serious study of the traditions and literature of the theater. Because the program recognizes the importance of both aspects of the performer's training, the acting curriculum, which offers a spectrum of basic and advanced acting styles, takes place in a liberal arts setting.

All acting majors, after being accepted by audition, spend the first four semesters acquiring the basic vocal and physical skills required of the actor. The second four semesters are devoted to refining, polishing, and honing these skills. Throughout the entire four years, students participate in a wide array of performance activities, including technique and class scene study, solo and ensemble work in chamber theater, cabaret, and community performances. The program takes advantage of the University's location just outside New York City, the world center of theater, by encouraging and arranging field trips to studios, theaters, and production centers, and by inviting well-known working professionals to campus to conduct master classes.

Design/Technical Theater Program

In the design/technical theater program, students are trained in the many design aspects and technical functions of the performing arts. This study involves analysis and comparison of the historical, critical, and aesthetic contexts in which the dramatic tradition has developed.

In their third year, students will have an interview and portfolio review. They will then choose, with the advice of faculty and staff, a specialty in one of the major areas of theater technology, design (scenic, costume, lighting), or stage management.

Dance Program

A dance education at Adelphi encourages the student to understand dance as an exploration of movement as well as an expression of culture and self. The program is performance-based, with equal time spent in the classical and modern techniques and creative traditions.

Workshops, senior projects, and Dance Adelphi offer many opportunities for performance.

All prospective dance majors are required to attend mandatory auditions, which are reviewed by faculty. The audition consists of a short class in classical ballet and one in contemporary dance.

Talent Scholarships

The department of performing arts in cooperation with the office of admissions, offers several talent scholarships each year to outstanding entering freshmen who show evidence of unusual ability and accomplishment in the media arts.

Requirements for the Major in Theater Arts: Acting (56 credits)

Intermediate Courses

PFA 100	Improvisation
PTD 103	History and Application of Theater Technology
PFA 130	Mechanics of Voice Production
PFA 150	Character Development
PTD 153	Introduction to Costumes
PFA 180	Voice Projection

Finalist Courses

PFA 200	Text Analysis
PFA 210	Theater History I
PFA 230	Diction (Erasing the Local Accents)
PFA 250	Scene Study
PFA 260	Theater History II
PTD 269	Makeup for the Stage
PFA 280	Diction (Projection—Working with the “Accentless” Voice)
PFA 304	History and Performance of Drama I (Greeks to Jacobean)
PFA 340	Rudiments of Directing
PFA 354	History and Performance of Drama II (Jacobean to Present)
PFA 380	Stage Accents

Advanced Courses

PFA 400	Auditioning
PFA 404	Futurism and Surrealism
PFA 450	Acting for the Camera
PFA 454	Realism
PFA 481	Manhattan Production

Total of six semesters of the following two courses:

PFD 248	Period Movement
PFD 298	Period Movement

Crew hour requirements (all majors must complete the following hour requirements)

Freshmen	45 (per semester)
Sophomores	40 (per semester)
Juniors	35 (per semester)
Seniors	Exempt

Requirements for the Major in Theater Arts: Design/Technology (58 credits)

(58 credits)

Intermediate Courses

PTD 101, 151, 201, 251, 301, 351	Research, Rehearsal, and Production
PTD 103	History and Application of Theater Technology
PTD 115	Mechanical Drafting
PTD 153	Introduction to Costumes
PTD 165	Scenographic Techniques
PTD 169	Sound
PFA 210	Theater History I
PTD 213	Property Construction
PFA 260	Theater History II

Finalist Courses

PTD 223	Stage Management
PTD 241	Costume Construction
PTD 269	Makeup for the Stage
PTD 313	Advanced Technical Theater
PTD 315	Scene Design I
PTD 317	Lighting Design I
PTD 319	Scene Painting
PTD 331	Draping and Pattern Making
PTD 333	Costume Design I

Advanced Course

PTD 365	Scene Design II
PTD 367	Lighting Design II
PTD 383	Costume Design II

Some applied electives are: art and art history courses for designers; dance therapy and composition and directing for stage managers; and any acting or dance course for all technical/design majors. It is strongly suggested that all technical theater/design majors take theater history.

Requirements for the Major**Dance (52 credits)**

In addition to the General Education requirements, the course requirements for the Bachelor of Arts degree with a major in dance are as follows:

- Ballet and modern dance (36 credits);
- Theory and composition (6 credits);
- Dance history and criticism (6 credits);
- History and Application of Theater Technology (2 credits);
- Introduction to Costumes (2 credits).

Honors in Performing Arts

Honors in acting, design, and dance are based on excellence in performance and production over the student's four-year program at Adelphi.

Philosophy

Harvey Hall 216

Richard Olsen, *Program Director*
E-mail: olsen@adelphi.edu

Professors

Stephen A. Greenfield
Paul Mattick, Jr.
Richard Olsen

The word philosophy has its origins in a Greek term that means the “love of wisdom.” Because wisdom for the ancient Greeks was thought to depend on the acquisition of knowl-

Physics

Blodgett Hall, Lower Level

Henry R. Ahner, *Chair*
E-mail: hahner@adelphi.edu

Professors

Henry R. Ahner
John P. Doohar
Martin H. Garrell
Eugene Hecht
Gottipaty N. Rao

Physics is the study of energy and matter and their interactions. Historically, it has been characterized by the search for simple, unified explanations of phenomena. Its theories, supported by research and expressed in precise, elegant mathematics, yield insight into the nature of the universe. Physics education at Adelphi encompasses all aspects of the discipline, including theoretical physics, classical and modern physics, materials science, and energy studies.

Students majoring in physics have several alternatives. The major leading to the Bachelor of Arts in physics is for those seeking a broad scientific and liberal arts education. The program helps students understand how physics relates to and can help solve contemporary social and technological problems. The major leading to the Bachelor of Science in physics offers a more thorough, comprehensive concentration in the discipline. For students interested in engineering, the department offers the 3–2 physics/engineering program. After completing three years at Adelphi, a student in this program will transfer to an engineering school for two years of specialization in engineering disciplines.

Recognizing the importance of experimental research to students' intellectual growth, the

Department of Physics has completely modernized its laboratory facilities over the last few years. Undergraduate research in energy, lasers and optics, and theoretical physics is now part of the curriculum.

**Recommended for the Major in
Physics Leading to the B.A. Degree**
(120 credits)

Major Requirements (52 credits)

PHY 113	Physics for Science Majors I
PHY 114	Physics for Science Majors II
PHY 211	Introduction to Mathematical Methods in Physics
PHY 216	Physics III—Introduction to Physics of Atoms, Nuclei, and Solids
PHY 230	Mechanics I: Statics
PHY 260	Thermodynamics and Kinetic Theory
PHY 264	Optics
PHY 322	Advanced Physics Lab
PHY 380	Electromagnetic Theory
PHY 428	Quantum Mechanics
MTH 141	Calculus and Analytic Geometry I
MTH 142	Calculus and Analytic Geometry II
MTH 144	Introduction to Differential Equations
MTH 157	Linear Algebra

(Students are strongly advised to take MTH 143 Calculus III as an elective.)

Open electives (39 credits) are chosen in consultation with the major advisor.

In addition to the General Education requirements (28 credits) a student enrolling in this program can minor in another field of study offered by the College of Arts and Sciences.

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elective courses offered by the physics department or other disciplines.

Joint Degree Program Engineering

To facilitate the combination of a broad liberal arts program with a professional education in engineering, Adelphi University offers selected students an opportunity to participate in an integrated five-year program (3 years at Adelphi and 2 years at the cooperating institution) leading to the Bachelor of Arts degree in physics from Adelphi and a Bachelor of Science degree in an engineering field from colleges and universities including: Columbia University; Polytechnic University; Rensselaer Polytechnic Institute; and Stevens Institute of Technology. Graduates of this program are exceptionally well prepared for the professional world. Among the engineering disciplines available are:

- Electrical Engineering
- Mechanical Engineering
- Computer Engineering
- Biomechanical Engineering
- Environmental Engineering
- Engineering and Management Systems

Candidates must apply to Adelphi University and express their interest in the joint degree program in engineering. For specific requirements please contact the department of physics, (516) 877-4880.

Transfer to Columbia University

Qualified students who wish to transfer to Columbia University School of Engineering may do so either of two ways: (1) Students having a B average and who are recommended to Columbia by Adelphi University will be accepted by Columbia after completion of three years at Adelphi. (2) Students who do not have a B average may apply directly to Columbia as regular transfer students. Students may exercise this option at any time but such students should ascertain from their advisors, before such trans-

fer takes place, whether they are in fact eligible for the Adelphi degree.

Such eligibility depends on the number of credits taken at Adelphi and at Columbia. At least 90 credits must be completed at Adelphi and sufficient additional credits at Columbia to total 120 from both universities.

The Adelphi degree will be granted upon successful completion of sufficient credits at Columbia University and upon petition of the student. The granting of the additional degree by Columbia University will follow successful completion of that university's requirements.

Transfer to Polytechnic University

Qualified students who transfer to Polytechnic University may normally expect to complete their undergraduate professional education in an additional two years. The Adelphi degree will be granted upon successful completion of the first year at Polytechnic University upon petition by the student. Polytechnic University will grant a B.S. degree in the chosen field of specialization upon fulfillment of its requirements.

The plan is available to students on an individual basis, and its completion requires the acceptance of the student by Polytechnic University at the projected time of transfer. Normally, students will pursue prescribed courses in mathematics, physics, and chemistry at Adelphi. Students may also complete all necessary humanities credits for each institution during their three years at Adelphi University. Such a program will allow students to pursue all their professional engineering studies at Polytechnic, including those normally given in the sophomore year.

Transfer to Other Schools

Transfer to other schools, such as New Jersey Institute of Technology, Pratt Institute, Rensselaer Polytechnic University, and Stevens Institute of Technology, will be arranged on an individual basis.

Academic Prerequisites

Applicants for admission to these plans are considered on the basis of scholastic achievement, promise of future academic success, and evidence of high character and dependability.

Admission to the plans requires the satisfactory completion in high school of 16 units in academic subjects, which must include the following:

- English (4 units)
- Mathematics (including trigonometry) (4 units)
- Physics (1 unit)
- Chemistry (1 unit)

Requirements for the Minor in Physics

Political Science

Washington Internship Program

This program is for any student wanting to spend a semester or summer as an intern in Washington, D.C., while receiving 12 or 15 Adelphi academic credits. Preference is given to those applying for internships in their sophomore/junior year or the first semester of their senior year. Prerequisites consist of: three political science courses, including a seminar; a 3.3 G.P.A. overall; and approval of the Political Science Internship Committee. To comply with the preceding prerequisites, students must apply in the spring and take the required Public Policy Seminar, which is offered every fall semester. Interns work 4 1/2 days per week in an executive agency, Congressional office, interest group office, judicial agency, or other position. Each intern receives 9 credits (6 in the summer program) for the internship itself. While in Washington, each intern also takes a 3-credit course related to the internship. Finally, the intern submits a paper at the close of the internship comparing relevant scholarly literature with the student's experience. This paper is worth a final 3 credits, for a total of 15 credits for the fall and spring semester internships and 12 for the summer program. The internship itself is graded on a High Pass, Pass, or Fail basis; the course and paper are graded on a regular A to F scale.

Students pay regular Adelphi tuition for the 12 or 15 credits they receive for the internship. Students are responsible for housing costs in apartments provided by the Washington Center (WC). WC also provides the placement, guidance, and supervision of the interns while in Washington, with a member of the political science faculty serving as a liaison. The only expenses the student must meet beyond this are for food and transportation. Scholarships are available.

Applications and further information are available from the faculty.

The Political Science Minor

It is recommended that the student contact faculty for individual guidance in the development of an appropriate minor. This minor consists of 18 credits distributed among the five fields of political science.

The Political Science Minor in a Pre-law Concentration

(This concentration can also be pursued by political science majors.)

Students interested in pursuing the prelaw concentration as a political science minor should contact the Department of Political Science, to declare the minor and to be assigned a prelaw advisor in the department. Political science majors who wish to pursue the prelaw concentration should work with their regular faculty advisor. Prewlaw preparation is described further in the section titled "Pre-professional Preparation" in this *Bulletin*.

The Political Science Minor in Public Service

The minor in public service is designed to develop commitment to public service and instill public-regarding values, including the value of good citizenship as a vital component of a democratic polity. Students take the Washing-

Q ue P ro g ram

Albany Internship

During the spring semester student interns take courses and seminars in Albany and have an opportunity to participate in the workings of the New York state legislature. Interns may earn 3–9 credits. They may be taken with either POL 358 and 359, or with both at the discretion of an advisor. Internships of 6 or 9 credits must be taken with both POL 358 and 359, for a total of 12 or 15 credits:

- POL 357 Public Affairs Internship
(3–9 credits)
- POL 358 Public Affairs Tutorial (3 credits)
- POL 359 Directed Research Public Affairs
(3 credits)

Sociology

Blodgett Hall 102

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Sociology is the systematic study of the organization and condition of society. Using both empirical and conceptual tools, the discipline analyzes the behavior of groups and the workings of social institutions. Sociology is empirical in the sense that most sociologists gather facts, but facts do not speak for themselves. Uncovering the underlying patterns that make facts meaningful is the purpose of social theory. Sociology offers a coherent method by which social patterns can be brought to light and applied to the making of social policy decisions. The student sociologist learns to observe, measure, report, analyze, and draw conclusions about human social behavior in all its complexity.

A major in sociology is solid preparation not only for graduate study in the field but for careers in teaching, advertising, law, and administration. In both the public and private sectors, sociologists are called upon to collect data, analyze results, and generate new knowledge.

In addition to General Education requirements, the requirements for the major in sociology are as follows:

Requirements for the Major in Sociology (38 credits)

New majors, except freshmen, must have a minimum University-wide average of C. New majors who are seniors must have had a minimum of three prior sociology courses, with a minimum grade of C in each course. Sociology majors must have a minimum grade of C in all the following required sociology courses.

SOC 100	Introduction to Sociology
SOC 105	Culture and Society
SOC 200	Sociological Statistics
SOC 201	Sociological Research Methods
SOC 202	The Classics of Social Thought
SOC 203	Contemporary Sociological Theories
SOC 498	Practicum in Sociology

Majors are also required to take four additional courses in sociology, and two additional "cluster" courses in anthropology. These cluster courses must be selected with advisor's approval. One non-sociology elective is admissible with the advisor's approval.

Corequisite Sociology Majors

Majors in sociology should take SOC 100 and SOC/ANT 105 first, and SOC 202 The Classics of Social Thought and SOC 200 Sociological Statistics no later than the spring term of their junior year. During the fall semester of their senior (or junior) year, sociology majors take SOC 201 Sociological Research Methods and SOC 203 Contemporary Sociological Theories.

Majors' Seminar

The sociology department offers a Majors' Seminar (SOC 386), which adds variety to our curriculum because its content is different each year.

Honors in Sociology

Students who graduate with a G.P.A. of 3.5 or higher will be granted honors in sociology.

The Minor

Students minoring in sociology are required to take SOC 202 The Classics of Social Thought, SOC 201 Sociological Research Methods, and SOC 203 Contemporary Sociological Theories, and four additional electives in sociology.

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Harvey Hall 219

Marsha J. Tyson Darling, *Director*
E-mail: darling@adelphi.edu

The Center for African American Studies is building on three decades of success in offering interdisciplinary teaching, scholarship, and cultural programming, to become the Center for African American and Ethnic Studies. With an enlarged scope that continues to include the Center's original mission of offering a minor that emphasizes studying people of African descent, the Center is proud to announce that its academic and programmatic focus will be expanded over the next few years to include the study of Chicano-a/Latino-a Americans, Asian Americans, and Native Americans. Emphasis will continue to be on providing a scholarly, interdisciplinary minor that focuses on exploring the history, culture, and contemporary dimensions of

POL 366	Political Economy of Development and Underdevelopment
POL 371	Women and Comparative Political Development
SOC 271	Race in the United States

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Harvey Hall 224

Raysa E. Amador, *Director*

The goal of the Latin American Studies program is to examine issues related to the region and to the history of the North American Hispanic groups. The field of study brings together the diverse regions of Mexico, Central and South America, and the Caribbean. Students will find that Latin American culture consists of not only Western but also Chinese, Japano Cherican

Admission to health professional schools requires excellent grades, good performance on standardized tests (which test reading, reasoning, mathematical skills and science knowledge) and documented interest in the profession, as evidenced by relevant volunteer work or employment and knowledge of the profession.

All pre-med students should register with the Premedical Council in Science 201 early in their college career and no later than the end of their sophomore year. In the fall of their junior year students should make an appointment with a member of the Premedical Council to discuss the application procedure and initiate the process of preparation of the required letter of evaluation. Early consultations with the departmental advisor, and premedical advisor are recommended to discuss career plans, assure appropriate course selection, and monitor student progress.

Premedical students can keep abreast of current details concerning admission requirements, application procedures, required standardized tests, and summer programs by checking the premedical bulletin boards on the first floor of the Science building; logging in to Adelphi's premedical web page (<http://academics.adelphi.edu/artsci/premed/>); subscribing to the premed e-mail list (see web page for instructions); and participating in the Premedical Honor Society (Alpha Epsilon Delta, AED). AED has a bulletin board near Science 119 and a mailbox in Science 103. Books on the application process, test preparation, and medical school bulletins are kept in the reserve or reference sections of the Science library.

Students with a bachelor's degree can prepare for health professional school admission by participating in the post-baccalaureate premedical program. Candidates with degrees in non-science disciplines can take the required premedical courses and appropriate ancillary courses and receive counseling and letters of evaluation in support of their professional school applications.

Science graduates interested in becoming health professionals may also participate in this program and may benefit by enrolling in the M.S. program in Biology to improve their pre-medical credentials. They too will receive full premedical support services.

More information about these programs can be obtained from Professor Charles Shopsis at (516) 877-4140 or shopsis@adelphi.edu.

(See the Biology section of this *Bulletin* for more information about premedical study as well as Adelphi's joint degree programs in optometry, dentistry and physical therapy. The M.S. program in Biology is described in a separate *Graduate Bulletin* available from the Office of Admissions.)

Women's Studies

Levermore Hall 303

Sally Ridgeway, *Director*, Blodgett Hall, 105
E-mail: ridgeway@adelphi.edu

Women's Studies offers a minor in an interdisciplinary field of scholarship that focuses on the changed and changing roles of women in the modern world. By minoring in women's studies, students delve into areas of knowledge relevant to both men's and women's lives today. Courses are available in a number of departments in the arts, humanities, and social sciences, including history, political science, English, communications, psychology, and sociology.

The Women's Studies program challenges

COURSES OF INSTRUCTION

COLLEGE OF ARTS AND SCIENCES

ANTHROPOLOGY

ANT/SOC 105 Cultural Sociology *3 credits*

This course will explore with students the differences and similarities within the social sciences, contrast the social science perspective with that of the humanities and prepare the students to address theoretical and methodological issues relevant to anthropological and sociological research they will study in greater depth in junior and senior years.

ANT 111 Cultural Anthropology *3 credits*

The nature of culture: an intensive introduction to the study of peoples in varied ecological, technical, and social environments. Characteristic patterns of the family life, rituals, social organization, and values of societies in several cultures are examined.

ANT 112 Physical Anthropology *4 credits*

This course covers the scope, method, and theory of physical anthropology, from evolutionary biology and primate behavior to forensics and paleopathology. Focus is given to the applied perspectives of physical anthropology. Laboratory work concentrates on issues of growth, physiology, morphology, pathology, and behavioral patterns of the human condi-

tion of what it means to be Mexican. We must understand the roots of this cultural pluralism, attitudes of different ethnic groups and the political, economic, and religious elements of Mexican society as it has changed since the arrival of the Europeans.

ANT 246 The Archaeology of Mesoamerica 3 credits
This course focuses on understanding the nature of the major

ANT 390 Special Topic: The Americas

3 credits

This course will study interpretations and perspectives concerning the events and documents of the voyages of Columbus and later encounters of Europeans and the indigenous peoples of the New World: an effort to recover lost voices, forgotten perspectives, overlooked or misunderstood information. The impact of cultures of the Caribbean on the cultures of Mesoamerica, the Andes, and the American Northeast and Southwest will be addressed, along with various strategies for survival adopted by these indigenous populations.

ANT 390 Special Topic: Paleodemography

4 credits

This course studies disease associations and demographic profiles of premodern human skeletal and mummified soft tissue remains within the contexts of diachronic paleoenvironmental settings and biomedical anthropology. In addition, the course draws upon the perspectives of clinicians, radiologists, pathologists, and epidemiologists in order to provide for a comprehensive evolutionary understanding of prehistoric diseases and disease in historical and contemporary human environments. Twenty-five hours of laboratory sessions allow participants to analyze and diagnose paleopathological specimens.

ANT 390 Special Topic: People of Long Island

3 credits

An ethnographic survey of historic and contemporary Long Island. The nature of the Island's infrastructure, political system, settlement pattern, educational philosophy, language, and values are examined from an anthropological perspective. Students will participate in research projects working with both interview data and documents.

ANT 441 Forensic Anthropology

4 credits

Prerequisite: ANT 112, 222, or 224 or permission of instructor. Demonstrates the process of recovering and assessing bio-cultural characteristics from human skeletal remains. A critical review of interdisciplinary literature and methodological processes is offered. Prehistoric human skeletal collections will be examined in the laboratory for characteristics of growth and aging, racial variation, sexual dimorphism and inherited variation, occupational stress markers and related trauma, dental biology, nutrition and dietary patterns, and disease. Twenty-five hours of laboratory/fieldwork are required.

ANT 491 Independent Study

credits to be arranged

Readings and research on selected aspects of anthropology. To assist the student in the handling of the material and in the writing of reports, individual conferences with the advisor are arranged.

ART AND ART HISTORY**ART 100 American Art**

3 credits

Open to all students.

This course is an introduction to the visual arts, based on the extraordinary works in the museums and cultural institutions of New York. By studying a broad variety of periods, styles, and artists, the course will explore certain critical issues about the meaning of art, the ways it is collected and exhibited, and the history and development of museums.

ART 101 Studio Art I

4 credits

Open to art majors only.

An introduction to the fundamentals of studio art and design. Readings and studio work will investigate the visual elements of form, color, line, texture, and movement.

ART 105, 106 Digital Art

4 credits each

Corequisite: ART 101, II

Introduction to the principle and techniques of representational drawing and to the practice of combining forms in artistic and expressive unity, using various media for breadth of interpretation.

ART 115, 116 Figure Drawing

4 credits each

Open to art majors only.

Prerequisites: ART 101 and 105 or 106.

The study of the skeletal frame and muscular structure of the human body for artists. Application of studies to expression of the structural and rhythmic qualities of the figure.

ART 175 Color, Media, and Material

4 credits

Open to art majors only.

A study of color theory and the principal media of art, designed to enhance understanding of the characteristics and functions of pigments, textures, binders, etc., and to develop awareness of their creative and practical applications.

ART 203, 204 Computer Graphics

4 credits each

Corequisite: ART 101, II

Open to graphic design majors only.

Prerequisite: Art Foundation.

Corequisites: ART 230 and 239.

A tutorial in Macintosh basics with a hands-on approach to the powerful page-layout capability of QuarkXpress, creation and manipulation of digital imagery with Adobe Photoshop, and the drawing of vector art with Adobe Illustrator. Through various 2-Dimensional and 3-Dimensional projects, students will learn to design with the computer as a tool for graphic problem solving. Scanning and use of the digital camera is included.

ART 209, 210 *Painting Studio* 4 credits each
Open to art majors only.

ART 268 Medi m & La ge F6 ma
Ph6 6g a h 4 credits
Prerequisite: ART 261, 262.

This course utilizes the view camera to explore studio lighting, still life, portrait and nudes. Topics include: the setting, film and equipment. Basic camera movements, lenses and exposure, B&W sheet film processing and printing and the zone system for image control will all be considered. Color theory and design implemented through 4 x 5 chromes. This course is designed for serious photographers and designers interested in both fine art and commercial work.

ART 305, 306 Ad a ced D a i g 4 credits

This course is designed specifically for advanced students in fine art and design. Studio techniques in drawing are explored using a variety of media for use in illustration, book design and fine arts.

ART 338 Callig a h W6 k h6 3 credits

This course will introduce you to the wonders of the broad-edge pen. You will study, in depth, the elegant style of writing known as "chancery cursive," commonly called "italic." You will engage in "hands on" practice and receive many exemplars along with personal attention from the instructor.

ART 394 S eci al T6 ic i S di6 A. 4 credits

Open to arts majors only.
 Investigation of subjects of special or topical interest in studio art.

ART 409, 410 Ad a ced P i . maki g 4 credits each

S di6
Prerequisite: ART 209 or 210.
 Further exploration of woodcut and etching techniques. Studio work, lecture, and discussion.

ART 411, 412 Ad a ced Sc l . e 4 credits each

S di6
Prerequisite: ART 211 or 212.
 Continued opportunity for intensive work in selected techniques and processes in sculpture and bronze casting.

ART 413, 414 Ad a ced Pai . i g 4 credits each

S di6
Prerequisite: ART 213 or 214.
 Continued development of expressive skills in a variety of painting media including oils, watercolor, acrylics, and mixed media.

ART 423, 424 Ad a ced Ce amic 4 credits

Prerequisite: ART 223 or 224.
 Build upon prior hand building and/or potters wheel techniques as a means of creating pottery or related sculptural constructions in clay, glaze formulation; and experience the operation of gas and electric kilns.

ART 430 Ad a ced G a hic De ig 2 credits

Open to graphic design majors only.
Prerequisites: ART 203, 204, 230, 239, and permission of instructor.

Advanced studio techniques that offer solutions to graphic production problems. Portfolio development is stressed. Students will work in department production studio.

ART 433, 434 Ad e . i i g De ig 2 credits each

Ad a ced P 6jeg
Open to graphic design majors only.
Prerequisites: ART 233 or 234, and permission of instructor.

Continued study of problems encountered by the graphic designer. Portfolio development is stressed.

ART 491 I de e de . S d 2 or 3 credits

Open to arts majors only.
Subject to conference and agreement with the instructor and department Chair.

ART 492 I . e hi 3 or 6 credits

Open to arts majors with permission of department Chair.
 Internship experience for fine art, design, or art history majors. Placements are usually off campus in a professional setting.

ARH 196 A . a d, he W6 ld I 3 credits

Open to all students.

This course provides a global view of major epochs of human experience and major events of historical and cultural signifier epochs of0f8.8. FuhumanThis course provides a global view of major epochs of humanexperi e

BIO 111, 112 Biological Science

and Method *4 credits each*
Foundation course in biology required for biology majors and open to others.

Emphasis in these courses is on basic biological concepts and scientific paradigms; how these paradigms were formulated and by whom, and their immediate and subsequent impact on science and society. Biological methods in cell and developmental biology, genetics, evolution, and ecology

BIO 485 Special Topics in Biology 3 or 4 credits

Prerequisite: 15 hours of biology. Additional prerequisites may be established for particular topics.

Examination of particular areas of the biological sciences. Specific subjects will vary from semester to semester. Lecture-discussion-seminar format. May be taken more than once for major credit.

BIO 491 Independent Reading 2 or 3 credits

A total of 4 credits may be applied to the major in biology from BIO 491, 492, 498, and 499.

May be taken upon acceptance by a professor.

BIO 492 Work Experience 2 or 3 credits

A total of 4 credits may be applied to the major in biology from BIO 491, 492, 498, and 499.

A supervised off-campus experience focused on biological methods. Student's petition must be submitted in writing and approved by the biology Academic Affairs Committee prior to registering for this course. Grading will be on a Pass/Fail basis.

BIO 498, 499 Guided Reading 2 or 3 credits

A total of 4 credits may be applied to the major in biology from BIO 491, 492, 498, and 499.

May be taken upon acceptance by a professor. For honors in biology, 4 credits of BIO 498, 499, and the Honors Colloquium are required.

BIO 504 Physiological Chemistry 4 credits

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

NOTE: 500-level courses are open to juniors, seniors, and graduate students.

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

BIO 506 I. Molecular Biology 4 credits

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

NOTE: 500-level courses are open to juniors, seniors, and graduate students.

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

BIO 525 I. Cellular Tissue Electromicroscopy 4 credits

Prerequisite: Permission of instructor.

This course will familiarize the student with the techniques involved in examination of tissues with the electron microscope. Instruction in tissue fixation, processing, routine operation, and the maintenance of the electron microscope will be included. Two lectures and two laboratory periods per

Prerequisuctor.

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CHE 265 Quantitative Analysis 4 credits

Prerequisites: CHE 111 and 112.

An introduction to the principles and calculations of quantitative analysis. The laboratory work includes the use of precise gravimetric and volumetric apparatus for representative analysis. Two class periods and one laboratory period a week.

CHE 321, 322 Physical Chemi. 3 credits each

Prerequisites: CHE 265, mathematics (calculus), and college physics.

Study of the structural principles of modern physical chemistry. Topics include thermodynamics, chemical kinetics, molecular structure, introduction to quantum theory, and introduction to statistical thermodynamics. Three lecture periods a week.

CHE 323, 324 Physical Chemi.

Lab 6 a 6 2 credits each

Corequisites: CHE 321 and 322.

Modern laboratory studies in physical chemistry. First semester devoted to thermodynamics, kinetics, and gas dynamics. Second semester deals primarily with a variety of studies on molecular properties.

CHE 411 Inorganic Chemi.

3 credits

Corequisite: CHE 321.

A study of the electronic structure of the elements correlated with the periodic table leading to a study of modern theories of valence, with applications to inorganic compounds. Three lecture periods a week.

CHE 413 Inorganic Chemi. Lab 6 a 6 2 credits

Corequisite: CHE 411.

Laboratory experiments emphasize the synthesis and properties of pure inorganic substances. Two laboratory periods a week.

CHE 421 Advanced Physical Chemi. 3 credits

Prerequisites: CHE 321 and 322.

Calculations of harmonic oscillations, rigid rotor, and hydrogen atom by quantum mechanical techniques. Spectroscopy and magnetic measurements. Introduction to statistical mechanical methods. No laboratory. Two lecture periods a week.

CHE 451 Advanced Organic Chemi. 3 credits

An advanced review of organic reactions and their mechanisms. Also discussed is the structure of organic compounds, including stereochemistry. Two lecture periods a week.

CHE 453 Qualitative Organic Analysis 3 credits

Prerequisites: CHE 251 and 252.

Lectures deal with the theory underlying qualitative organic analysis. Problems involving the identification of known

CHE 453 Qualitative Organic Analysis

3 credits

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CHE 453 Qualitative Organic Analysis

3 credits

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CHE 477 Biochemi. of

Memb a e a d Li id

3 credits

Prerequisites: CHE 471 and 472 or permission of instructor.

An advanced treatment of biochemistry of fatty acids, neutral fats, plant lipids, glycerolipids, sphingolipids, lipid soluble vitamins, cholesterol, and steroids. Also covered are lipoproteins. Assembly and role of membranes as a function of lipid composition will be discussed. Two lecture periods a week.

CHE 478 Biog e ga ic Chemi.

3 credits

Prerequisite: CHE 471 and 472 or permission of instructor.

The role of inorganic compounds in biochemical processes

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3 credit.

**COM 300 Tele i i e a d, he
Ame ica E e ie ee****3 credits**

This course will explore the many ways in which media today define our cultural and social lives, publicly and privately, examining the mass media historically, institutionally, and in terms of audience reception and negotiation of mediated messages.

COM 304 P e, P e d e i e**3 credits**

Prerequisites: COM 325 and 330.

This course is open to students who have successfully completed both Intermediate Filmmaking and Intermediate Videomaking. Each student will produce a video or film. Course work will explore advanced editing techniques and sound/image relationships. Emphasis will be placed on new media technologies. This course does NOT fulfill the Advanced Production requirement.

COM 309 W i i g e Media**3 credits**

Open to all students.

This course will provide an introduction to writing for film and video media and will cover the techniques of both fiction and non-fiction documentary and journalistic formats.

COM 315 C omm ica i e a d Beha i e**3 credits**

A detailed study of communications and social interaction. Topics include the constituents of interpersonal communication; the interdependence of and consequent constraints upon interpersonal behavior; the characteristics and difficulties of cross-cultural communication; gender differences and the expression of gender in social interaction; and the rhetoric of status, power, and interpersonal influence.

COM 325 I . e media e Filmmaki g**3 credits**

Prerequisite: COM 225.

Introduction to film sound, image relationships, film processing, double exposures, classical continuity editing, lighting, the lens, titling, elements of post-production, and montage. Emphasis on learning to use the skills and theory behind production processes for mindful and provocative expression; on learning to reach meanings in cinematic terms with a critical and creative eye. Each student will produce one film. Equipment provided, as is most of the film needed.

COM 329 S eci al T e i e :**C e, em e a J e ali m****3 credits**

The practice of journalism today is changing rapidly, and is vastly different in some respects from journalistic practices of just a decade or two ago. These changes are due in large part to the impact of new communication technologies on the ways in which information is acquired, reported, received, and interpreted. Changes in the structure of media institutions and commercial pressures on those institutions are also changing the face of the news in the United States and around the world. This course will familiarize students with the characteristics and the challenges of contemporary journalism.

COM 330 I . e media e Videomaki g**3 credits**

Prerequisite: COM 225.

This intermediate video course will focus on the applied aesthetics, design, techniques, and processes of contemporary single camera videomaking. Students will produce short video exercises exploring and experimenting with the concepts presented as part of the class. Class discussions will focus on the video systems, project design, production organization, taping, and editing. Additional fieldwork is required.

COM 334 Maj e Di ec e**3 credits**

An advanced seminar that focuses on selected American and/or international narrative filmmakers, their distinctive directorial styles, and their manner of negotiating personal artistic practices with economic, institutional, social, and political constraints.

COM 336 W ome a d Media**3 credits**

An examination of the ways in which women have been represented in movies and television advertising as well as how they have participated in or been excluded from production and control of their own media images. A major strategy of the course will be to consider how film and television reflect and shape cultural definitions of and attitudes toward "femininity" and "masculinity."

COM 369 S eci al T e i e i Media S die :**Child e a d Media****3 credits**

This course examines the role of media and popular culture in the lives of children and adolescents. The focus is on the meanings children derive from media about themselves and others, as well as the use of media in elementary and secondary education. The media to be studied include, but are not limited to, television, film, popular music, telephone, magazine, newspapers, photography, and digital media.

COM 406 Ne C omm ica i e**Tech egie a d S eci al Cha i e****3 credits**

This course addresses the various implications of new and emerging communication and information technologies as the world moves toward a global community of the 21st century. Technologies examined include the "information superhighway," virtual reality, artificial intelligence, karaoke, cellular phones, and fax machines.

COM 411 I . e a d C e flic i**Media a d S eci a****3 credits**

Prerequisite: COM 406.

In this seminar, students will delve deeply into selected issues in media studies. The aim is to gain a better understanding—concrete and theoretical—of how media works grow out of and help to shape the larger social world in which we live. The issue or issues chosen each semester will relate to one of the following key areas of cultural inquiry: the institutional and economic production of culture; representational and discursive analyses of the content of media texts; theories and analyses of media reception and audience response.

**COM 415 I n t e r i Film The~~o~~
a d C i i c i m** 3 credits

This is an advanced seminar that will center on how certain key thinkers have theorized about film in the broad sense of the medium as an aesthetic, social, cultural, and historical phenomenon. Discussions about the visceral, affective responses to film as well as issues of form, meaning, and ideology will be accompanied by and developed from detailed analysis of pertinent films. Each case study will provide a way of engaging and concretizing specific currents in critical thought as well as foregrounding the significance of theory for film-video practice.

COM 425 Ad a ced Filmmaki g 3 credits
Prerequisite: COM 325.

Introduction to synch-sound filmmaking. Conceptualization and development of audio/visual material for a project, cinematography, montage, sound mixing will be major areas covered. Emphasis on acquiring skills and sophistication in these areas as opportunities for mindful and provocative expression; on learning to reach meanings in cinematic terms with a critical and creative eye. Equipment provided, as is most of the film needed.

COM 430 Ad a ced Vide~~o~~maki g 3 credits
Prerequisite: COM 330.

This course will focus on the aesthetics, design, and production of significant video projects produced by small groups of students. The class will present the complex elements of contemporary single camera video production and the stages of project development from initial treatment through final edit and presentation. Additional fieldwork required.

COM 454 Elec~~t~~ic J~~o~~ ali m 3 credits
Open to all students.

This course is designed for students who wish to learn specifically journalistic, informational, and editorial use of video production. Techniques of visual research, pre-interviewing, on-camera interviewing, documentary and journalistic visual and sound recording will be covered with extensive fieldwork required.

COM 491 I de e de . S d 1-3 credits
Requires departmental approval.

COM 493 P~~ro~~f~~es~~s~~io~~n~~al~~ I. e hi 1-8 credits
Open to juniors only with an overall G.P.A. of 2.8.

How does one acquire experience for a career in communications? Our professional internships provide students with an important opportunity to gain experience in the communications field. The sponsoring organizations provide realistic work experiences, involvement in the communications industry, a source for developing contacts, and an opportunity to work with professionals in the field. The internships cover the broad range of activities found in the communica-

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3 credits

3 credits

ENG 210 Creative Editing 3 credits
Intensive practice in preparing the rough material of a story for print.

ENG 212 Writing Fiction 3 credits
Prerequisite: Permission of instructor.
Study and practice in the technique of the short story, with emphasis on individual creative effort.

ENG 213 Writing Poetry 3 credits
The theory and practice of writing poems, with emphasis on individual creative effort.

ENG 214 Writing Magazine 3 credits
The analysis and preparation of articles designed for publication, particularly in magazines.

ENG 220 The Classical Heritage 3 credits
A study of major works of Greek and Roman literature in translation.

ENG 225 American Literature I 3 credits
Studies of American writers such as Edwards, Franklin, Poe, Hawthorne, Thoreau, Whitman, and Melville.

ENG 226 American Literature II 3 credits
Studies of American writers such as Twain, Howells, James, Crane, Dickinson, and Dreiser.

ENG 227 American Literature III 3 credits
A study of major writers, themes, and forms from World War I to the present. Includes the work of Hemingway, Fitzgerald, Faulkner, Eliot, Stevens, O'Neill, Williams.

ENG 231 British Literature I 3 credits
Required of all English majors.
Survey of English literature prior to 1700. Readings from Beowulf, Chaucer, the Elizabethan dramatists, etc.

ENG 232 British Literature II 3 credits
Required of all English majors.
Survey of English literature from 1700 to 1900. Readings from Swift, Hardy, Wordsworth, etc.

ENG 240 Chaucer 3 credits
An intensive study, in Middle English, of the major works. Additional readings in the minor works.

ENG 241 Shakespeare I 3 credits
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ENG 310 Feature Writing 3 credits
Permission of instructor required.
Preparation of feature-length works for newspapers and magazines; techniques of research and documentation; human interest stories and column writing; practice in writing articles for the print media.

ENG 320 Medieval Literature 3 credits
A study of Old and Middle English literature and Continental literature to 1500. Works such as *The Consolation of Philosophy*, *Beowulf*, *Sir Gawain and the Green Knight*, *The Romance of the Rose*, and lyrics and drama will be read in modern English versions and translations.

ENG 321 The English Renaissance 3 credits
A study of the Renaissance as reflected in the works of such writers as Wyatt, Spenser, Bacon, Jonson, Donne, and Marvell.

ENG 322 English Neoclassicism 3 credits
A study of Neoclassicism as seen in the works of such writers as Dryden, Swift, Gay, Pope, and Dr. Johnson.

ENG 323 The English Novel, Neoclassical Age 3 credits
Studies in novelists such as Defoe, Richardson, Fielding, Sterne, and Austen. Some considerations of the origins of the novel.

ENG 324 The English Romantic Movement 3 credits
A study of the Romantic Movements as seen in the works of such writers as Blake, Wordsworth, Coleridge, Byron, Shelley.

ENG 326 The Victorian Age 3 credits
Studies in Victorian culture as reflected in the works of writers such as Carlyle, Mill, Tennyson, Browning, and Arnold. Some consideration of writers of the Decadence.

ENG 327 The English Novel, the 19th Century 3 credits
A study of the varied and shifting sensibilities and social concerns of novelists from the Romantic period (Scott, Mary Shelley, the Brontës) through the Victorians (Dickens, Thackeray, Trollope, Eliot) to the beginnings of Modernism (Hardy).

ENG 328 20th Century Literature 3 credits
A study of the themes, genres, and authors of 20th-century literature.

ENG 344 Major British Authors 3 credits
An intensive study of one or more major British authors such as Blake, Wordsworth, Arnold, Conrad, Hardy, Lawrence, Yeats, and Joyce.

ENG 345 Major American Authors 3 credits
An intensive study of one or more major American authors such as Hawthorne, Emerson, Melville, James, Whitman, Twain, and Hemingway.

ENG 450 Seminar in Advanced Writing 3 credits
Prerequisites: Junior or senior class status and permission of the instructor.
A workshop in problems of advanced writing.

ENG 451 Historical Movement, Seminar: Romanticism 3 credits
Advanced studies of one or more topics associated with an historical movement in British literature.

ENG 452 Historical Movement, Seminar: American Literature 3 credits
Advanced studies of one or more topics associated with an historical movement in American literature.

ENG 454 Special Topics in English Literature 3 credits
Advanced study of one or more topics such as the 3000-year-old history of Twi

ANT 390 Special Topic :
Public Health and Disease Ecology * *4 credits*

BIO 103 The Living World* *4 credits*

BIO 104 Data in DNA* *4 credits*

BIO 111 Concepts in Biological Science* *4 credits*

BIO 220 Organic Evolution *4 credits*

Evolution is the integration of all biological and historical geological knowledge. The central concepts of current evolutionary studies are examined particularly in relation to concepts and data from population and community ecology, genetics, behavior, morphology, and the history of the earth's changing environments.

BIO 234 Principles of Ecology *4 credits*

An introduction to the fundamental concepts of ecology, to illustrate the complex interrelationships of living organisms with each other and with their environment. The ecology of whole systems (forest, oceans) is emphasized.

BIO 243 Botany *4 credits*

The interrelationships, evolutionary development, and taxonomy of representative plants from the major divisions of the plant kingdom. Emphasis is on morphology as it relates to function, economic importance, and classification.

BIO 253 Marine Biology *4 credits*

Fundamental introduction to plants and animals indigenous to Long Island coastal and estuarine waters. Laboratory and

ENV/EAS 323 Marine Resource 3 credits
A survey of the economic potential of marine resources and the fragility of the marine environment. Over-exploitation of coastal marine fisheries and coastal pollution from oil spills and waste disposal are discussed. The environmental impact of marine transportation and recreation will also be examined.

ENV 420 Internship in Environmental Studies 3-6 credits
The environmental program requires an internship with an external agency or other practical field experience. This is intended to ensure that environmental studies students are exposed to the practical applications of classroom experiences. This will involve prior permission and supervised readings in consultation with the chosen faculty advisor, and a substantial written project embodying the results of the internship.

ENV 485 Special Topics in Environmental Studies 2 credits
The environmental program will offer seminars on selected topics of current concern, as appropriate.

ENV 490 Special Topics in Environmental Studies 3 credits
Lectures on selected topics in Environmental Studies.

ENV 491 Independent Study in Environmental Studies 3 credits
Independent research in environmental studies is intended for students who are interested in exploring a particular aspect of an environmental problem. This independent study involves supervised readings and research in consultation with the chosen faculty advisor. A substantial written project embodying the results of the semester's work is required.

PHY 260 Thermodynamics: Energy 3 credits
First and second laws, equilibrium, the zeroth law, properties of vapors and gases, work and heat, enthalpy, entropy, Helmholtz and Gibb functions, vapor power and refrigeration, gas power engines, gases and air-water mixtures, combustion.

POL 212 Environmental and Public 3 credits
An examination of the treatment of the environment in the political arena from a variety of perspectives, for example, institutional and structural, regulatory, leadership, and policy development. Attention is focused on the interdependency between environmental concerns and energy, resource development, and economic growth issues.

POL 213 Energy Policy 3 credits
This course will address the political dimensions of energy policy with emphasis on the U.S. experience. It will explore the impact of energy policy upon the environment, natural resources, economic growth, and the relationship between the public and private sectors. U.S. energy policy will be examined from a public policy perspective with attention to the development of alternative energy scenarios.

POL 326 Congress, Bureaucracy, and Public Administration 3 credits
Administration is the basis of organized human activity. Basic issues that affect the administration of public activities, e.g., management of agencies and programs, inter-governmental relations, budgetary processes, and bureaucratic behavior are examined. The overall theme of the course addresses the question of how public administration can contribute to responsible government.

HISTORY

HIS 101 Western Civilization I 3 credits
The Whys and Wherefores of History: its nature and functions; why historians are critics as well as recounters of the past. Religion, culture, politics, and society will be surveyed, and selected "heroes" and crises in Western culture from the Greeks to Galileo will be studied.

HIS 102 Western Civilization II 3 credits
The Whys and Wherefores of History: its nature and functions; why historians are critics as well as recounters of the past. Religion, culture, politics, and society will be surveyed, and selected "heroes" and crises in Western culture from Galileo to Gorbachev will be studied.

HIS 103 American Civilization, 1865-1965 3 credits
This course surveys North American history from the colonial period through the American Civil War. Social and cultural interactions between diverse peoples, economic trends, and political developments including the formation of the United States are among the subjects which will be explored. Extensive use of primary sources will provide a mirror into the minds of the men and women of the past.

HIS 104 American Civilization Since 1865 3 credits
This course surveys United States history from the Civil War through the present. Among the topics discussed are race relations from Reconstruction to today, industrialization, the Great Depression, the rise of the United States to world power and social and cultural trends such as the rise of feminism, the new right and mass culture. Extensive use of primary sources will provide a mirror into the minds of men and women of the past.

HIS 105 World Civilization I 3 credits
This course provides a "macro historical" introduction to the civilizations of the world from their inception to about 1500. The course investigates parallel developments, as well as cultural diffusion within and among civilizations of Africa, the Americas, Asia, and Europe.

HIS 106 World Civilization II 3 credits

This course will survey world history from approximately 1500 to the present. An examination of traditional societies and their interactions in a survey of the period. The course discusses the rise of the European, Chinese, Indian, and West African states, the course proceeds to discover the cross-cultural and cross-intellectual impact of the age of reaching out. The course ends with an examination of the re-emergence of traditional societies in an age of fluid communication.

HIS 238 European History 1913-1945 3 credits

An examination of the era of Mussolini, Lenin, Stalin, Hitler, and the Holocaust. The course discusses the rise of the European, Chinese, Indian, and West African states, the course proceeds to discover the cross-cultural and cross-intellectual impact of the age of reaching out. The course ends with an examination of the re-emergence of traditional societies in an age of fluid communication.

HIS 201 Research Skills 3 credits

Required of all majors in the sophomore or junior year. Research techniques, historiography, and the historical method.

HIS 210 Modern China 3 credits

This course explores the social, cultural, and religious developments surrounding the fall of Imperial China in 1911, the failure of the Guomindang to create a viable republic, the victory of the Chinese Communists, and the events leading to the Tiananmen Massacre.

HIS 215 Tudor-Stuart England 3 credits

England 1500-1714: A survey of the history of Tudor-Stuart England. Topics include the establishment of Tudor despotism, the Protestant Reformation, the English Civil War, the English Revolution of 1688, and the establishment of the British Empire.

HIS 217 The Middle Ages 3 credits

Feudalism Islam, Byzantium, the Church: development of town life, medieval art and literature; the beginnings of the national state.

HIS 221 Latin America I 3 credits

This course will deal with the major indigenous civilizations (Incans, Aztecs, and Mayas) in Latin America and with the development of the area after the "discovery," conquest, and colonization by the Iberians.

HIS 222 Latin America II 3 credits

This course will include selected topics related to the cultural and political history of Latin America. Such areas will be discussed as: anti-Americanism in Latin American life, the cultural impact of migration to the United States, the role of religion, sexual attitudes, and the impact of the extended family on upbringing.

HIS 230 American Diplomatic History I 3 credits

American foreign policy and diplomatic relations from Colonial times to the beginning of the 20th century. The course integrates cultural, political, and historical perspectives.

HIS 231 American Diplomatic History II 3 credits

American foreign policy and diplomatic relations: the role of the United States in world politics since 1900. The course analyzes major events and policies including World War I and the Versailles settlement, American "isolationism", and the Cold War.

HIS 304 History of African-Americans I 3 credits

This course explores the African origins, the forced removal of Africans to the Americas, the development of slavery and the resistance to that institution. We will also explore the free black communities and the institutions that African-Americans developed. The latter part of the semester will be devoted to the African-Americans' role in the Civil War and during the period of Reconstruction.

HIS 305 History of African-Americans II 3 credits

This course examines the history of African-Americans from 1877 to the present. Emphasis is placed on post-Reconstruction historical problems, Jim Crow, self help, enlarged dimensions of racial conflict, the Harlem Renaissance, post-war years, the Civil Rights Movement, and the African-American Revolution.

HIS 390 Special Topic: Visuals of War 3 credits

Melding the historians' craft with cultural analysis, this course uses works of art drawn from literature, painting, and cinema to explore how images of war change over time. From ancient Greece (*The Iliad*) through the World Wars of the twentieth century (Gallipoli and Hiroshima) to the civil wars in Central America and Northern Ireland, artistic depictions of war have reflected changing ideas and attitudes toward warfare.

HIS 418 Seminar: U.S. History 3 credits

Prerequisite: HIS 230 or 231.

Students will do original research and write a scholarly paper on selected topics in American diplomatic history.

HIS 443 Seminar: European History 3 credits

Prerequisite: HIS 238.

The seminar will focus on primary source research and historical criticism on the origins of World War II.

HIS 534 Special Seminar: American History II 3 credits

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

LANGUAGES AND INTERNATIONAL STUDIES
INS 101, 102 Global Issues I, II 3 credits each

Introducing students to today's most pressing global and international issues, these courses explore the various political, economic, and cultural dimensions of conflict and security, the global economy, development, and the environment.

GER 490 Independent Study 3 credits*Permission of the director required.*

An opportunity to explore a selected literary, linguistic, or cultural topic beyond the intermediate level.

ITA 111, 112 Level I Italian**Level II Italian** 3 credits each

Prerequisite for ITA 111: None (not open to students with previous knowledge of the language except with permission of the director).

Prerequisite for ITA 112: ITA 111 or equivalent.

A communicative approach to the basic elements of the language including listening, speaking, reading, writing, and culture. Work in the language laboratory is required.

ITA 121 Level III Italian 3 credits*Prerequisite: ITA 112 or equivalent.*

A continuation of Level II with emphasis on the more advanced functions of the language through a communicative approach and a further development of cultural awareness. Work in the language laboratory is required.

ITA 122 Level IV Italian 3 credits*Prerequisite: ITA 121 or equivalent.*

SPA 263, 264 I. e a i e al B i e S a i h I, II 3 credits each
Prerequisite: SPA 122 or equivalent.

These courses focus on the study of the idiomatic forms, locutions, expressions, phrases, general and technical vocabulary related to the business world; and on the aspects of Spanish culture that affect business directly. Emphasis is placed on the acquisition of basic business vocabulary and on oral communication.

SPA 310: S a e g i e i S a i h O al C o m m i c a i e 3 credits
Prerequisite: At least 12 credits in Spanish required for the major.

This course will develop competence in the spoken Spanish language at a functional level above the daily, practical one. Newspapers, periodicals, videos, and audio-tapes will be used to provide the material necessary for the students to engage in discussions, debates, and presentations. Additional work in the language laboratory is required.

SPA 325 D e e l e m e . e f L a i -A m e i c a I d e . i 3 credits
Prerequisite: SPA 246 or 248.

This course will examine texts that define a people or clarify an aspect of their national character in the process of becoming, or represent turning points in the trajectory of that process.

SPA 344 S a i h T a l a i e T e c h i e 3 credits
Prerequisite: At least 12 credits in Spanish required for the major.

Review of specialized language and idiomatic expressions in current usage throughout the Hispanic-American world. Development of specific skills in translating technical materials for use in legal, commercial, scientific, and related fields.

SPA 490 I d e e d e . S d 3 credits
Permission of the Director required.

Provides an opportunity to explore a selected literary, linguistic, or other relevant topic for those advanced students who have demonstrated a capacity to work effectively under minimal supervision.

MATHEMATICS AND COMPUTER SCIENCE

MTH 101 M a h e m a t i c a l M o d e l i g i . h e S e i e e 3 credits
No prerequisites.

A study of the modeling process, by which mathematics is applied to the sciences. Much of the mathematics (logic, graph theory, modular arithmetic, difference equations, etc.) is developed from scratch, and there is very little high school mathematics needed. Applications may include computer circuits, codes for storage and encryption, RNA and DNA chain recovery.

MTH 102 M a h e m a t i c a l M o d e l i g i H m a A f f a i 3 credits
No prerequisites.

This course surveys recent applications of mathematics to aspects of human interaction such as psychology, government, conflict resolution, and managing organizations. In addition to the study of mathematical ideas and skills, there will be discussion of the applicability of the mathematical models to the domains of application.

MTH 110 P e -C a l e l 3 credits
Prerequisite: High school mathematics through intermediate algebra. Not open to the major in mathematics or computer science.

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MTHACSC 366 I. Queueing Theory 3 credits
Prerequisite: MTH 361.

Basic elements of queueing theory, arrival patterns, queue discipline, system capacity, number of servers, priority queues, network design. Theory of stochastic processes, discrete and continuous-time Markov chains, the Poisson Process, birth-death systems, and their relation to queueing systems.

MTH 383 N me ical Calc I 3 credits
Prerequisites: MTH 142 and CSC 171.

Applications of programming to problems of the calculus. Interpolation, numerical integration, least square curve fitting, determination of the roots of algebraic and transcendental equations, solutions of simple differential equations.

MTH 390 Special Topic 3 credits
Prerequisite: Permission of department.

MTH 431 A al i 4 credits
Prerequisite: MTH 143.

The real numbers as a complete ordered field. Topology of the real line. Sequences and series. Functions of a single variable, limits and continuity; differentiability and mean value theorems. Riemann Integral. Fundamental theorem of the calculus. Improper integrals.

MTH 490 Directed Reading 1–16 credits
Prerequisite: Permission of department.

MTH 493, 494 Special Topic 1–3 credits
Prerequisite: Permission of department.
 Selected topics in advanced mathematics.

CSCAMTH 156 Discrete Structures 3 credits
No prerequisites.

An introduction to the algebra of sets and relations. Topics will include propositional logic, proofs, mathematical induction, Boolean algebra, combinatorial circuits, algorithms, recursion, graphs, trees, and finite-state automata.

CSC 160 A First Course in Computing Programming 3 credits
No prerequisites.

This course is intended for students with little or no experience in computer programming. It gives students a feel for what programming is like, introduces the process of program development, and introduces the major concepts of programming—variables, data types, assignment statements, functions, parameters, conditionals, compound data types such as structures, lists, and arrays, and repeating constructs such as loops and recursion.

CSC 170 I. Introduction to Computing and Applications 3 credits
No prerequisites.

An introduction to the uses and limitations of computers and the World Wide Web. Social issues related to computing and

CSC 270 Selection of Programming**Language***3 credits**Prerequisite: CSC 172.*

Introduction to programming languages of diverse programming paradigms. Typically, two or three languages will be studied chosen from among C (procedural paradigm), C++ or Java (object oriented), Scheme (functional), or Prolog (logi-

100 COLLEGE OF ARTS AND SCIENCES COURSES

CSC 471 Senior Project I *2 credits*

Prerequisites: 23 credits of CSC courses.

Corequisite: CSC 371.

CSC 472 Senior Project II *2 credits*

Prerequisite: CSC 471.

CSC 490 Independent Study *1-3 credits*

Permission of department required.

CSC 491 Directed Reading *1-3 credits*

Permission of department required.

history and the arts, the variety and centrality of human expression through art will be seen in the broader context of liberal learning. This course rotates among the Performing Arts, Art and Art History, Communications, and Music Departments.

PFA 304 Hi, s a d Pe f s ma ce
of D ama I (G eek , s Jac sbea) 3 credits
 An introductory but intense course in performing drama written in verse, it concentrates on using Moliere, Shakespeare, and modern verse playwrights to develop skills in analysis and the making of powerful, text-based choices using basic elements like tone, color, meter, rhyme, pace, and rhythm.

PFA 340 R dime . of Di ec i g 2 credits
Open to non-majors with permission of instructor. Twice a week.
 An introduction to the director's specific duties in realizing the production of a play. The student is taught the step-by-step procedure from script analysis, to director's concept, to its realization upon the stage. Full consideration is given to the director's responsibilities to the text, the production staff, the actors, and the management. The student is taught how to make a production budget, to present it, and is introduced to correct audition-casting procedures, as well as the setting up of a rehearsal schedule.

PFA 354 Hi, s a d Pe f s ma ce
of D ama II (Jac sbea . s P e e .) 3 credits
 Continuing with the work of PFA 304, this course concentrates on Shakespearean monologues and scenes to deepen the student's understanding of how to act verse powerfully and truthfully, and continues work done in earlier classes in linking voice and bodily relation to text-based acting choices.

PFA 360 Di ec i g 2 credits
Open to non-majors with permission of instructor. Twice a week.
 An application of the tools of directing introduced in PFA 340. Working with specific texts the student will be taught to conceptualize production, to budget, audition and cast, to realize the scenes, to deal with actor's problems, and, finally, to identify and bring to life the accents and rhythms of the production.

PFA 380 S age Acce . 2 credits
 Working with the isolation of each dialect's "signature sounds" and learning the techniques of shifting the focus of speech resonance, students are taught to research, document, rehearse, and develop accents and dialects for stage, animation, recording, or other use, while mastering their own personal vocal instrument.

PFA 400 A di i s i g 2 credits
Open to majors only.
 How to prepare monologues through proper selection and development; how to attract agents, search for work opportunities, and prepare for them; and how to prepare specific audition material for graduate school and regional or repertory theatre.

PFA 402 The Solo Pe f s ma ce 2 credits
Open to fourth-year majors only.
 Actors will be taught to use their own personality traits, acting strengths, skill, and inclinations to discover their own style; from a spectrum of sources, they will prepare and perform a solo performance that will best serve that style.

PFA 404 F . i m a d S eali m 2 credits
 A seminar class in readings and discussions from the avant-garde theater, with specific concentrations in Brecht, Artaud, and movements like "theater of cruelty," the surreal, and the Absurd. Provides a contrast to work in realism and an introduction to non-realistic acting techniques.

PFA 421 I . s d a i s . s Pe f s mi g 3 credits
Open to non-majors - twice weekly
 A blueprint for the management and production of theatre in all its various aspects. A complete nuts and bolts course that scontrcs andenes542atan inaaactSents like coff); methods(sc.s. mercmateNew ssona.9(, ammunitw(ry th); busie sroblstraRnueTscs.nd cs.nd that)Tjes a o s wilvulteinblethasparuthfuldentsmdwansrediques.

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**PTD 101, 151; 201, 251;
301, 351; 401, 451 Rehearsal, and Practical Design** *2 credits per semester*
Open to technical theater/design majors only.

A practicum course in technical theater. Students will be assigned to one or more current productions and assume responsibility for their contribution. Supervision and consultation will be conducted according to the specific function and the student's level. The student will adhere to the production schedule and be subject to the structure of the production.

PTD 103 History and Application of Theater and Technology *2 credits*

This is an introductory level course geared to first- and second-year theater and dance majors. This course encompasses all realms of theater from its history to the latest state-of-the-art theatrical product. A careful overview of theatrical design, lighting, and sound as well as basic theatrical building techniques.

PTD 115 Mechanical Drafting *2 credits*
Open to non-majors.

A hands-on studio class, where students learn theatrical drafting techniques under the guided supervision of a professional theatrical designer. Emphasis will be placed on understanding and executing ground plans, elevations, and other drawing techniques. There will be a laboratory fee for materials.

PTD 153 I. Design, Costume *2 credits*
Open to majors only, or with permission of instructor.

An introduction to the design of effective stage costumes. The student is taught to research for creative authenticity; to answer, in practical terms, the demands of the text, the ambiance and period of the play, the director's concept, and the actor's movement.

PTD 165 Second Stage Technical Theater *2 credits*
For majors only, or by permission of instructor.

The second half of Mechanical Drafting, this studio course focuses on advanced drafting and drawing techniques used in theatrical design. For those who have taken Mechanical Drafting, there will be no additional laboratory fees.

PTD 169 Sound *2 credits*
Open to majors only, or with permission of instructor.

A careful introduction to the physics of sound from frequency to Sabine's law. Working on state-of-the-art sound systems, students will present various sound projects as an introduction to theatrical sound.

PTD 213 Periods of Design *2 credits*

A survey course of major Western architectural and interior period styles ranging from prehistory to contemporary twentieth-century styles. With the aid of slides and lectures, students will explore a variety of period styles. Special emphasis will be placed on the variety of nineteenth-century styles most commonly encountered in theatrical set dressing and prop construction. Emphasis will also be placed on the integration of properties and theatrical design, and the use of props in actual production. A final project will include a

PTD 317, 367 Light i g De i g I, II 2 credits each
Open to majors only.

A comprehensive study of theatrical lighting design from its history to present day. This course begins with basic electricity, control, color media, and drafting symbols and progresses to lighting design on AutoCad and design realization. The student will be taught the design process to realize their personal designs.

PTD 319 Sce e Pai i g 2 credits
Open to all majors, with permission of instructor.
Art majors welcome!

Learn faux finishing techniques such as wood-graining and faux marble with a professional scenic artist. Also included will be large-scale theatrical painting techniques used in Broadway and off-Broadway scene shops. Students will be responsible for providing their own brushes. Appropriate paint clothes are essential!

PTD 331 D a i g a d Pa e Maki g 3 credits
Open to majors.

A continuation of draping and pattern-making techniques used in costume houses and professional theaters. The course will include the study of period pattern-making from the Elizabethan age to the 20th century. Emphasis will be placed on the methods of period pattern making for both women's and men's costumes. Clothing history will be researched through the study of period patterns.

PTD 333, 383 C e De i g I, II 2 credits each
Open to majors only, or with permission of instructor.

Exploration of research techniques required to create costumes that are historically accurate, complement the director's concept, and meet the actor's needs for movement and comfort. This course provides the costume design major with sophisticated and in-depth skills required for research, design, and execution of stage costumes.

PTD 490 I de e de S d 3-12 credits
Permission of Chair required.

Professional internships in advanced technical theater or design.

PFD 110, 111; 210, 211; 310; 410, 411 Ball e 2 credits each
Prerequisite: Permission of program director. (May be repeated.)

Study and practice in ballet, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience. Meets five times a week.

PFD 125, 126; 225, 226; 325, 326; 425, 426 M e Da ce 2 credits each

Prerequisite: Permission of program director. (May be repeated.)
Study and practice in modern dance, designed to continue over a four-year range of technical work. Assignment to one of several sections is made on the basis of advancement and experience. Meets five times a week.

PFD 221 222 Da ce The a d C m e i e I, II 2 credits per semester
Prerequisite: Permission of program director.

Principles of dance theory and composition with application of spatial, temporal, dynamic, and dramatic elements in choreography. Emphasis on individual assignments.

PFD 248, 249 Pe i e M e me 2 credits per semester
(May be repeated.)

A special course designed to meet the specific needs of acting and musical theater majors.

PFD 285 Da ce Hi a d C i e i m 3 credits
Open to non-majors by permission of program director; sophomores, juniors, and seniors.

The study of significant concepts in dance from preliterate societies to the present. Various functions of dance as art, ritual, and social activity, and their developments as spectacle and entertainment, are considered. In addition, the dance cultures of India, China, Bali, and Japan are compared to those in the western hemisphere, and are examined in relation to the social environment in which they exist. Attendance at dance performances is required and individual class projects are assigned.

PFD 343, 344 Ad a ced Da ce Re e 3 credits
Open to junior and senior dance majors in advanced levels.
(May be repeated.)

Study and practice of dance works from the classic and modern repertoires.

PFD 348, 398 I e media e Da ce C m e i e 2 credits
Prerequisites: PFD 221-222.

The study of dance composition with emphasis on the interaction of form and content in the creative purpose. Individual projects are required.

PFD 350 Da ce Thea e 3 credits
For majors only - three times a week

Credit given for rehearsal and performance of choreographic works on the Mainstage of the Olmsted Theatre.

PFD 390 W e l d e f Da ce 3 credits
Open to non-majors - twice weekly

A survey and examination of the styles and historical context of dance through the ages with a focus on developmental style and continuity.

PFD 415 P i e i e e f Teachi g Da ce 3 credits
Majors only - twice weekly

Theory and practice of methods and materials in the teaching of dance.

PFD 448, 449 Ad a ced Da ce C m e i e 3 credits per semester

Prerequisites: PFD 221-222 and 348-398; and permission of program director.

Advanced study of dance composition with emphasis on solving problems in different modes of expression. Individual projects required.

PF 490 Independent Study 3-12 credits
Permission of Chair required.
Independent study in dance.

PHILOSOPHY

PHI 105 Critical Thinking Skill: The Art of Argument, Evidence and Logic 3 credits
This course seeks to explain some of the rules of good argument and help students recognize bad arguments used in everyday and academic thought. It will teach students how to criticize an argument and create counter-arguments. The course considers a variety of problems: imprecision, analogy, proof, statistics, and probability.

PHI 110 Introduction to Philosophy 3 credits
The student is introduced to philosophical ideas and the perspectives of some major philosophers through the reading and discussion of philosophical works.

PHI 212 Ethics and Morality 3 credits
An introduction to the nature of ethics and morality, alternative ethical theories, and the study of problems of moral conduct.

PHI 221 Philosophy of the Arts 3 credits
An examination of historical and contemporary theories concerning the nature of the arts and their role in human experience leading to inquiry into the philosophical ground for principles of artistic creation, appreciation, and criticism.

PHI 250 Eastern Philosophy 3 credits
An examination of Indian and Chinese thought that grounds students in the basic meditation practices of Buddhism and Hinduism as a means of deepening their understanding of the material studied.

PHI 280 Deductive Logic 3 credits
An introduction to semantics, the principles of formal reasoning, and the foundations of logical theory.

PHI 284 Philosophy of Science 3 credits
The student is introduced to the main contemporary movements in the philosophy of science with special emphasis being given to the historically oriented school of Kuhn and his associates. Topics to be considered include the nature of the scientific method, the problem of scientific revolutions, scientific reductionism, and the relation between science and the larger society.

PHI 311 The History of Philosophy I: The Pre-Socratic, Hellenistic, and Medieval 3 credits
Prerequisite: PHI 110 or permission of instructor.
An investigation of the historical development of traditional Western philosophy from its beginnings with the Greek philosophers before Socrates to the early scholastic philosophers of the Middle Ages.

PHI 312 The History of Philosophy II: St. Thomas Aquinas, Kant 3 credits
Prerequisite: PHI 110 or permission of instructor.
An investigation of the historical development of traditional Western philosophy from St. Thomas Aquinas to Immanuel Kant. A continuation of PHI 311, pre-Socratic Greek philosophers to the early scholastic philosophers of the Middle Ages.

PHI 313 History of Philosophy III: William James 3 credits
Prerequisite: PHI 110 or permission of instructor.
An investigation of the historical development of philosophy from Immanuel Kant to William James. A continuation of PHI 311 and 312.

PHI 322 American Philosophy 3 credits
An historical study of major American philosophical themes, such as puritanism, deism, transcendentalism, idealism, pragmatism, and naturalism. International influences on American philosophy as well as American contributions to international thought are examined. Representative thinkers considered include Jonathan Edwards, Benjamin Franklin, Thomas Jefferson, Emerson, Thoreau, Chauncey Wright, Josiah Royce, C. S. Peirce, William James, John Dewey, and Santayana.

PHI 330 Existentialism 3 credits
Essential Themes
A study of the literature and philosophy of this important 20th-century intellectual movement. Kierkegaard, Nietzsche, Sartre, Camus, Unamuno, Heidegger, Jaspers, Marcel, Buber, and Tillich are among major figures investigated. Contributions of existentialist thinkers to contemporary international problems are examined.

PHI 331 Analytic Philosophy and Pragmatism 3 credits
This course focuses on varieties of philosophizing developed

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PHI 380 Bioethics 3 credits
Ethical issues in the life sciences: medicine, genetics, behavior control. This course features lectures and group discussions, with case studies on death and dying, patients' rights, professional responsibilities, behavior control, and biological engineering.

PHI 390 Special Topics in Philosophy 3 credits
May be repeated for credit with a different topic.
A course devoted to a topic of special interest in philosophy. Offered as needed.

PHI 406 Research in Political and Social Philosophy 3 credits
A philosophical study of the nature of authority, power, the state, and various cultural institutions and practices as well as alternative justifications for them. Particular attention given to theories about how advanced industrial society is developing and ought to develop. Consideration given to some recent fascist, conservative, and liberal views as well as Marxist, Leninist, and anarchist positions.

PHI 490 Independent Research 1-3 credits
Open to juniors and seniors. Registration only with permission of the chair of the department.
Independent research in philosophy: intended for students who are interested in exploring the philosophical aspects of work in a field of interest to them. Supervised readings, frequent consultations with the chosen faculty advisor, and a substantial written project embodying the work of the semester.

PHI 491 Directed Reading 3 credits
Open to juniors and seniors. Registration only with permission of the chair of the department.
Organized program of readings devised jointly by instructor and student with periodic meetings for discussion.

PHI 498, 499 Senior Project 4 credits
For majors in Philosophy. (2 credits each semester)
Open only to majors in philosophy in their senior year.
Independent work in philosophy extending over two semesters, and culminating in either a substantial written project embodying the results of research undertaken, or some other demonstration of philosophical competence. Those expecting to do graduate work in philosophy are advised to undertake a research project. Consult the department chair for procedures to be followed.

PHYSICS

PHY 100 Preconception in Physics 3 credits
This course examines the relationship between physics and other sciences, the history of physics, and the principles of physics. It also examines the evolution of the universe and its building blocks.

PHY 104 A. Cosmology 3 credits
This course examines the universe, its structure and origins, the Big Bang, and initial conditions. It also examines the evolution of the universe, the formation of stars, planetary systems, and galaxies.

PHY 110 Physics for Music 3 credits
A journey through the physical wonders of sound. This demonstration course stresses, nonmathematically, the many areas physics and music share in common including hearing, pitch, quality and synthesized sound, physical characteristics of conventional instruments, design of new instruments, computed and computer music, acoustics, electrical reproduction, noise pollution, amplification and matching, formats, temperament, and vibrato.

PHY 111 College Physics I 4 credits
Prerequisite: One and one half years of high school algebra and one year of geometry.
An introductory algebra based course for liberal arts and pre-medical students covering the fundamentals of mechanics, waves, and thermodynamics.

PHY 112 College Physics II 4 credits
Prerequisite: A continuation of PHY 111.
An introductory non-calculus based course covering electricity, magnetism, light, and modern physics.

PHY 113 Physics for Science Majors I 4 credits
Corequisite: MTH 141.
Kinematics (speed, velocity, acceleration), vectors, Newton's laws of motion, dynamics (force and acceleration), equilibrium, gravitation, rotational motion, energy, wave motion, sound and thermodynamics. A number of problems will be solved using personal computers.

PHY 114 Physics for Science Majors II 4 credits
Prerequisites: PHY 113 and MTH 141.
Corequisite: MTH 142.
Calculus-based introductory physics course covering electromagnetism and optics. Topics covered include: electrostatics, magnetism, electromagnetic induction, Maxwell's equations, geometrical optics, physical optics (polarization, interference and diffraction). Personal computers will be used to solve a number of problems.

PHY 121 Physical Universe 4 credits
A. Cosmology and Optics
Prerequisites: None.
This course examines the universe, its structure and origins, the Big Bang Theory and initial conditions. It also examines the evolution of the universe and the formation of stars, planetary systems and galaxies. There will be supervised observations in the physics observatory and laboratory demonstrations in the optics laboratory.

PHY 122 Light and Optics**Demetrius** 4 credits*Prerequisites: None.*

Laboratory demonstrations of a variety of physical phenomena associated with light are presented and their underlying physical principles are discussed. Reflection, refraction, transmission, mirror and lenses, color, wave motion, polarization, holography, and several other phenomena are demonstrated including applications to photography and the principles of vision.

PHY 211 I. Mathematical Methods in Physics**Mathematical Methods in Physics** 4 credits*Prerequisites: PHY 114 and MTH 142.*

Series and complex numbers, vectors, matrix algebra, and fluid dynamics, fluid flow and divergence, circulation and the curl, applications of first-order differential equations to physics problems, numerical integration, numerical methods and second-order differential equations (Euler method, Runge-Kutta method), oscillatory motion, resonance, forced oscillations.

PHY 216 Physics III: Special Relativity, Quantum Mechanics, and Solid State Physics**Physics of Atoms, Nuclei, and Solids** 4 credits*Prerequisites: PHY 114 and MTH 142.*

Special theory of relativity, wave and particle features of photons and electrons. Foundations of quantum mechanics, Heisenberg's uncertainty principle, atomic structure, structure of nuclei and studies on condensed matter.

PHY 230 Engineering Statics

3 credits

Prerequisite: PHY 114.

Statics of particles, equilibrium of rigid bodies, centroids and

PHY 380 Elec t r i c a n d M a g n e t i c The o r y 4 credits*Prerequisites: PHY 211 and MTH 144.*

A study of electric and magnetic fields: electrostatics, Gauss' law, Laplace's and Poissons' equations, multipoles, dielectrics, magnetic induction, Bio-Savart and Ampere's law, magnetic properties of matter, Faraday's law, Maxwell's equations, energy and momentum, electromagnetic waves, and guided waves.

PHY 421 U n d e r g r a d u a t e P h y s i c s The o r y I 3 credits*Prerequisites: Sixteen credits of sophomore physics courses through PHY 216 completed with a 3.0 G.P.A.*

This course provides research training to the students. The research topic can either be experimental or theoretical. The student will be working in close association with a faculty supervisor. A departmental committee will evaluate the project.

PHY 422 U n d e r g r a d u a t e P h y s i c s The o r y II 3 credits*Prerequisite: Sixteen credits of sophomore physics courses through PHY 216 completed with a 3.0 G.P.A.*

This course provides research training to the students. The research topic can be either experimental or theoretical. The student will be working in close association with a faculty supervisor. A departmental committee will evaluate the project.

PHY 428 Q u a n t u m M e c h a n i c s 3 credits*Prerequisites: PHY 211, 216, and MTH 144 and 157.*

Ideas leading to quantum mechanics; Schrodinger's equation in time-independent and time-dependent forms. One- and three-dimensional solutions of bound-state eigen value problems; scattering states; barrier penetration; the hydrogen atom; perturbation theory. Quantum mechanical description of identical particles, symmetry principles, multi-electron systems.

PHY 490 I n t e r m e d i a t e S t a t i s t i c s 3 credits*Prerequisite: Permission of instructor.***PHY 493 R e s e a r c h H o n o r s** Credits to be arranged**PHY 513 P a r t i c l e S t a t i s t i c s I** 3 credits*Open to junior/senior undergraduate students or with consent of the instructor or major advisor.*

The topics covered include transport laws, radiation environment, microclimatology and the roles played by radiation, momentum transfer, heat transfer and heat balance. Greenhouse effect, ozone depletion and environmental consequences. Environmental models and computer based modeling.

PHY 555 L a s e r a n d H o l o g r a p h y 3 credits*Prerequisite: PHY 264 or equivalent.*

Fundamental laser concepts. Spontaneous emission, stimulated emission, absorption. Optical amplification. Pumping process. Threshold conditions. Optical resonators. Theories and properties of gaseous, liquid, crystalline, chemical, and semiconductor lasers. Spatial and temporal coherence. Gaussian beams. Fundamentals of holography. Image reconstruction. Fresnel, Fourier, phase, computer holograms. Optical filtering. Demonstration experiments.

POLITICAL SCIENCE**POL 101 I n t r o d u c t o r y P o l i t i c a l S c i e n c e** 3 credits

A study of political structures and processes that affect the scope and content of American politics. Examines the constitutional system (executive, legislative, and judicial), parties, interest groups, public opinion, nominations and elections, bureaucracies, the military and corporations.

POL 102 I n t r o d u c t o r y P o l i t i c a l S c i e n c e 3 credits

An introduction to the major theories, concepts, and methods of contemporary Western political science, and the five major components of the political science curriculum: American Political Issues; American Political System; Political Theory; Comparative Politics; and International Politics. Unifying concepts such as the management of conflict, power, and the authoritative allocation of values will be applied to the study of the state and the political process.

POL 200 P u b l i c P o l i c y : The o r y a n d I n t e r p r e t a t i o n 3 credits

This course will examine how public policy is formulated, implemented, and evaluated. It will stress public policy as the result of the interaction between public and private actors over time, combining both group theory and institutional theory. The first half of the course will emphasize process and decision-making procedures. The second half of the course will apply the public policy process model to at least two contemporary issues by analyzing the role of interest groups, electoral politics, and governmental institutions in policymaking.

POL 201 P o l i t i c a l a n d F a m i l y 3 credits

Despite the prevailing value that supports the privacy of the family, government has historically intruded on this privacy. From past support for the absolute rights of fathers and husbands, through the federal government's subsidy of the middle class suburban nuclear family and the welfare family to today's legislative and court decisions defining marital rape as a crime, government has attempted to regulate the structure, function, and behavior of the family. This course examines the attempts by interest groups, political parties, and elected officials to affect governmental involvement in the family through legislative, judicial, and administrative mechanisms. Activities within the United States as well as in selected European and Asian countries will be the focus of the course.

POL 212 Environment and Policy *3 credits*

This course examines the political, economic, and regulatory aspects of environmental issues, focusing on the interaction of interest groups, the business sector, and government and the interdependency between environment and resource development, economic growth, and political values. The process of decision-making through which contemporary societies cope with environmental problems will be studied from American and international perspectives. Philosophies and strategies of the environmental movement will be examined through a hands-on research project.

POL 213 Energy Policy: A Political Perspective *3 credits*

This course addresses the political dimensions of energy policy with emphasis on the U.S. experience. It explores the relationship of energy policy to the eco-system, economic growth, and national security. Awareness of the interaction of politics and technology is also critical to an understanding of the development of governmental responses to energy issues. Energy policy issues are examined from a public policy perspective examining alternative energy scenarios and strategies.

POL 225 The Modern Presidency *3 credits*

This course assesses the development of the office and powers of the presidency viewed from a contemporary perspec-

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POL 323 Individual Rights in the Constitution 3 credits

A unique feature of the American political system is its specification of individual liberties which the Constitution protects against the power of the government. Privacy; due process; equal protection; property rights; racial and gender discrimination; sexual harassment; freedom of expression and freedom of religion are among those provisions of the Bill of Rights which have produced extensive litigation and landmark decisions affecting all members of American society.

POL 324 Supreme Court 3 credits

A study of the historical, philosophical, economic, social, institutional, and personal elements that make the Supreme Court a supremely political institution. Major attention to the Warren, Burger, and Rehnquist courts.

POL 325 Law and the Legal Process 3 credits

This course is designed to introduce students to the operation of the American legal system, including the sources of law; the nature of the legal process; the role of courts, judges, and attorneys; legal reasoning; and client advocacy. The first part of the semester examines the interaction of law and politics and the second half focuses on the procedural aspects of litigation, including an intensive simulation of a trial.

POL 326 Congress, Bureaucracy, and Public Making 3 credits

Central to the understanding of the making of public policy is the relationship between Congress and the federal and state bureaucracy. Whereas the legislature formulates policy and the executive implements it, both institutions interact in a web of complex formal and informal relationships. Special focus will be on the study of administration and organizational behavior (the centrality of organized human activity) with attention to the Congressional management of agencies and programs, intergovernmental relations, budgetary processes, regulatory practices, and federalism.

POL 327 State and Local Government 3 credits

There have been increasing attempts to redesign American federalism by devolving power to subnational units of government (states, cities, and counties). This course explores the important role played by subnational units in formulating public policy and addresses issues hitherto seen as within the purview of the federal government. The course will concentrate on New York State as an exemplar of this process by analyzing the roles that issues, political parties, interest groups, personalities, governmental structures, and geographical conflict, e.g. cities versus suburbs, play in allocating resources.

POL 332 American System of Criminal Justice 3 credits

A criminal trial is the most traumatic contact point between the individual and government. The dynamics of American justice are traced through an examination of police-citizen encounters from investigation to sentencing, with special attention focused on the constitutional protections which the Supreme Court has enunciated.

POL 380 I. e. a. i. e. al La. a. d. O. ga. i. a. i. e. 3 credits
Examination of the origin, changing structure, and application of international law, and the role of legal norms in regulating the behavior of states and maintaining international order. Study of the emergence of international, transnational, and regional political and economic organizations.

POL 381 Ame. i. ca. F. e. i. g. P. o. l. i. c. i. e. S. i. n. c. e. 1945 3 credits
An analysis of the content and formulation of governmental decisions relating to other nation-states. The course re-evaluates the basic premises underlying American national security in the post-cold war period. The constitutional debate between the President and Congress over control of foreign policy and the roles of the military, the CIA and multinational corporations will also be evaluated.

POL 382 I. e. a. i. e. al P. o. l. i. t. i. c. i. e. s. E. a. s. t. a. n. d. S. o. u. t. h. e. a. s. t. A. s. i. a. 3 credits
Introduction to international relations in East and Southeast Asia focusing on political and economic relations among China, Japan, the two Koreas, Taiwan, Hong Kong, Vietnam, Cambodia, Thailand, Indonesia, Malaysia, and Singapore. Role of outside powers in these regions.

POL 383 C. o. m. p. a. r. i. e. F. e. i. g. P. o. l. i. c. i. e. s. 3 credits
A study of the foreign policies of Russia, Ukraine, China, the United States, and other states in a comparative global context. Description, evaluation, and application of various analytic models and approaches to compare and contrast the foreign policy-making institutions, styles, and processes of democratic, authoritarian, and totalitarian systems.

POL 385 I. e. a. i. e. al P. o. l. i. t. i. c. a. l. E. c. o. n. o. m. i. c. s. 3 credits
An introduction to three major contending paradigms of international political economy today and analysis of international monetary, international trade, and foreign investment regimes. The course will also examine the rise of resource, manufacturing, and service multinational corporations, and study their impact on the international political system.

Information about these and other internships may also be obtained from the Office of Academic Services and Retention.

POL 337, 338, a. n. d. 339 *POL 337: 6-9 credits*
Wa. s. h. i. n. g. t. o. n. S. e. m. e. s. t. e. r. I. n. t. e. r. n. a. t. i. o. n. a. l. P. u. b. l. i. c. P. o. l. i. c. y. a. n. d. A. m. e. r. i. c. a. n. G. o. v. e. r. n. m. e. n. t. a. n. d. P. o. l. i. t. i. c. s. S. e. m. i. n. a. r. a. n. d. D. i. e. d. R. e. a. d. i. n. g. *POL 338: 3 credits*
POL 339: 3 credits
Prerequisites: POL 101; at least one course from among the other offerings of the department in the areas of American Public Policy and American Government and Politics; POL 429, Seminar in Public Policy; a 3.3 overall G.P.A.; and approval of the Political Science Internship Committee. Applications must be made one calendar year in advance of the internship.
POL 337, 338, and 339 must be taken together.
Offered three times yearly (fall, spring, and summer). Open to majors in any department or school; preference given to juniors and first semester seniors.

POL 429 P. u. b. l. i. c. P. o. l. i. c. y. S. e. m. i. n. a. r. 3 credits
Prerequisite: Permission of instructor.
An intensive study of the institutions and processes of American public policy-making, and of selected subjects of public policy. The seminar is focused on national policy-making and the Washington political scene. Each student will prepare a research paper relevant to the seminar.

POL 479 S. e. m. i. n. a. r. : T. h. e. W. e. l. f. a. r. e. S. t. a. t. e. : A. C. o. m. p. a. r. i. e. P. e. r. s. p. e. c. i. e. 3 credits
The Welfare State has been seen as a "third way" between capitalism and communism. This third way has been characterized by governments in Scandinavia, Western Europe, and Canada. It features what is commonly called "cradle to grave" guarantees to the citizens by the state. The state condones the acquisition of wealth but utilizes the taxing mechanism to redistribute wealth and services. This course will examine the political structures, processes, and policies of several nations that are or have been "Welfare States" – Sweden, Norway, Denmark, Holland, Canada, Great Britain, France, and Germany, one quasi-welfare state: The United States, and four potential welfare states: Estonia, Lithuania, Hungary, and Poland. Students will make presentations in class and will produce an annotated bibliography and one research paper of 20 pages.

POL 490 I. n. t. e. r. d. i. s. c. i. p. l. i. n. e. S. t. u. d. i. e. s. 3 credits
Prerequisite: Permission of department.

POL 491 D. i. e. d. R. e. a. d. i. n. g. 3 credits
Prerequisite: Permission of department.

POL 492 D. i. e. d. W. o. r. k. E. x. p. e. r. i. e. n. c. e. 3 credits
Prerequisite: Permission of department.

POL 400 L. e. a. r. n. i. n. g. S. e. m. i. n. a. r. 1-3 credits
Prerequisite: Permission of instructor.
Open to non-majors.
Students learn research design construction, research techniques, critical analysis of evidence, and hypothesis testing. Students develop individual research projects with written and/or oral presentations based on seminar topic.

SOCIOLOGY

SOC 100 I. n. t. r. o. d. u. c. t. o. r. y. S. o. c. i. o. l. o. g. y. 3 credits
This course focuses upon the basic principles, conceptualizations, terminology, themes, and issues that are the building blocks of sociological analysis.

SOC/ANT 105 C. o. m. p. a. r. i. s. o. n. S. o. c. i. e. t. y. 3 credits
This course will explore the differences and similarities within the social sciences, contrast the social science perspective with that of the humanities and prepare students to address the theoretical and methodological issues relevant to anthropological and sociological research that they will study in greater depth in junior and senior years.

SOC 200 Sociological Statistics 4 credits

An introduction to the principles of statistical reasoning in social research. Descriptive and inferential statistics. Included are measures of central tendency, dispersion, probability, sampling distribution, parameter estimation, hypothesis testing, measures of association, correlation and regression, and analyses of variance. An introduction to non-parametric techniques applicable in social research.

SOC 201 Sociological Research Methods 4 credits

Prerequisites: SOC 100 and 200.

Basic methods in the study of social phenomena. The logic and theories of sociological inquiry; relationship of research to sociological theory at different levels of generality. The study of research design, participant observation, interviewing, formal surveys, questionnaire construction, coding analysis, content analysis, scaling construction.

SOC 202 The Classic of Social Thought 3 credits

Historical survey of the sociological tradition, from the 17th- and 18th-century social philosophers (Hobbes, Locke, Rousseau) to the classics of the 19th century (Tocqueville, Stuart Mill, Marx) to the beginnings of modern sociology (Durkheim, Weber). This course is strongly recommended to all students in the social sciences.

SOC 203 Contemporary Sociological Theories 3 credits

Prerequisite: SOC 100.

Course focuses on 20th century sociological theories such as G.H. Mead, Merton, Riesman, Goffman, Berger, Garfinkle, and Sorokin. Discussions center around the functionalist, conflict, and symbolic interaction perspectives. There is a focus on the application of sociological theory to the empirical world.

SOC 220 Sociology of Organizations 3 credits

Prerequisite: SOC 100.

The social structure and operation of work organizations—factories, offices, schools, hospitals, etc. Included are such

3 credits

SOC 270 American Ethnicity 3 credits
Prerequisite: SOC 100.

A study of American racial, ethnic, and religious groups; their historical development, special problems of adjustment and assimilation, and specific present-day problems and trends.

SOC 271 Race in the United States 3 credits
Prerequisite: SOC 202.

Race is and has been a fundamental issue and dilemma within the United States. Early social thinkers questioned as to whether it was a situation that would ever be resolved. This course will explore the experience of race within this culture, through history and through social practice, as it had defined a life for those of color and as it has affected all members of this society.

SOC 275 Media Image of Italian-Americans 3 credits

The manner in which Italian-Americans have been perceived by the American society has been, to a large extent, created and perpetuated by the mass media portrayal of this ethnic group. This course will analyze the socio-historical development of the media portrayal of the Italians in America.

SOC 288 Special Topic Seminar 3 credits
Prerequisite: SOC 202.

This seminar aims at interesting students, from all academic disciplines, in special topics that are analyzed from theoretical and analytical sociological frameworks.

SOC 330 Social Class and Ideology 3 credits
Prerequisite: SOC 100.

A comparative study of the nature of class structure. Emphasis is on the United States, with comparative references to India, Great Britain, Russia, and other societies; as well as theories of class structure, factors determining class membership, differential class behavior, and social mobility.

SOC 375 Comparative Community Studies 3 credits
Prerequisite: SOC 100.

A study of community forms and processes from a broad cross-cultural view; anthropological studies of tribal communities, studies by either anthropologists or sociologists of folk or peasant or small-town communities in a variety of settings. The range is from tribal-with-minimal-urban contact to subcommunities with complex urban or fringe environments to whole communities within modern industrial societies.

SOC 380 Social Change 3 credits
Prerequisite: SOC 100.

Analysis of the changing patterns of social institutions in contemporary industrial societies; sociological theories about change; discussion of current trends and patterns of change.

SOC 386 Majors' Seminar 3-6 credits

The content of our Majors' Seminar will be different every year. Students can take SOC 386 as an elective.

SOC 490 Independent Study in Sociology 1-3 credits

Prerequisite: 120 whole commuer CENTER FOR AFRICAN-AMERICAN

AAS 261 Africa -America and
Africa -Caribbean Winter II

GORDON F. DERNER
INSTITUTE OF ADVANCED
PSYCHOLOGICAL STUDIES

**Gö dë F. De e
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P chölogical S die**

Blodgett Hall 212

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Susan Petry
Louis Primavera
Patrick L. Ross
Janice Steil
Ellenmorris Tiegerman

Clinical Professor

Jonathan Jackson

Assistant Clinical Professors

Michael Civin
Michelle Collins
Andrew Eig
Diana Fosha
Lenore Heller
Kirkland Vaughans

Associate Professors

Denise Hien
Mark Hilsenroth
Joseph W. Newirth
Kate Szymanski
Joel Weinberger

Psychology is the study of mental processes and behavior. It is a central component of the social sciences, and, because its methodologies

are similar to those of the natural sciences, acts as a unique bridge between these two clusters of disciplines. Psychology focuses on the nature of individuals and their roles within groups. The discipline's domain ranges from the physiology of the brain to cognitive processes to determinants of change in attitudes and values. Psychologists have been influential in developing research and statistical methods employed in all the social and biological sciences. As an applied discipline, psychology fosters the well-being, self-understanding, and productivity of each individual.

Students majoring in psychology are introduced first to the discipline's foundation areas. Opportunities are provided for laboratory and experimental work and fieldwork in various clinical and applied settings. Senior-level special topics courses are given in all major areas. Advanced research and clinical opportunities are readily available. Students are encouraged to become involved in such activities under faculty guidance. Organizations such as the Psychology Club and We Care welcome active participation by majors on campus and in the wider community. Upon graduation, many students enter graduate schools to study for advanced degrees in psychology.

Required Core (Total Required credits: 11)

PSY 101	General Psychology
PSY 137	Psychological Statistics
PSY 245	Psychological Research

Variable Core I (Total required Variable I credits: 24)

Students are required to take the bold face course plus one additional course from each category and two additional courses in one of the three categories, which will then function as a concentration.

Category A (6 or 12 credits):

PSY292	Cognitive Psychology
PSY 202	Behavior Analysis
PSY 250	Neuropsychology
PSY 272	Psychology of Perception
PSY 318	Principles of Psychological Testing
PSY 455	History of Psychology

Category B (6 or 12 credits):

PSY 115	Developmental Psychology
PSY 262	Social Psychology
PSY 283	Psychopathology
PSY 284	Theories of Personality
PSY 365	Psychology of Women

Category C (6 or 12 credits):

PSY 210	Behavioral Psychology
PSY 111	Behavior Modification
PSY 285	Industrial/Organizational Psychology
PSY 289	Psychology of Addictions
PSY 360	Behavior Disorders in Childhood
PSY 381	Practicum in Clinical Psychology
PSY 398	Practicum in Experimental Psychology

Variable Core II (Total required Variable II credits: 6)

Two 400 level Advanced Topics courses from the following group:

PSY 402	Advanced Topics in Behavior Analysis
PSY 415	Advanced Topics in Developmental Psychology
PSY 462	Advanced Topics in Social Psychology
PSY 472	Advanced Topics in Sensation and Perception
PSY 482	Advanced Topics in Personality/Clinical Psychology
PSY 493	Advanced Topics in Cognitive Psychology

The Minor

PSY 101, 102 are required plus 12 additional credits in psychology.

Honors in Psychology

Psychology majors who graduate with a G.P.A. of 3.5 or higher in their psychology courses and supervised thesis, or with the approval of the department, may be eligible for honors in psychology.

COURSES OF INSTRUCTION

GORDON F. DERNER
INSTITUTE OF ADVANCED
PSYCHOLOGICAL STUDIES

PSY 101 General Psychology 3 credits

PSY 101 General Psychology 3 credits
An introduction to the study of behavior. The areas of sensa-

PSY 261 Environmental Psychology 3 credits
Prerequisite: PSY 101.

A survey of the interrelationships between human behavior and the built and natural environment. Topics include the ways people perceive and react to their physical surroundings; the effects of noise, air pollution, and other stressors on behavior and emotion; people's use of space, the psychological consequences of crowding; methods of changing human behavior so as to preserve the natural environment; and ways in which the environment might be molded to "fit" behavior such as through the appropriate design of buildings, parks, and cities.

PSY 262 Social Psychology 3 credits
Prerequisite: PSY 101.

Analysis of the processes of social interaction and their effects upon the behavior and attitudes of individuals and groups. Dynamics of groups, social roles, communication, and mass behavior are the focus of consideration. Related experimental and field studies are discussed.

PSY 263 Social Psychology Laboratory 2 credits
Prerequisites or corequisites: PSY 137, 262, and 241.

Students conduct in-class experiments in the areas of social influence, interpersonal attraction, person perception, attitude change, cooperation-competition, risk-taking, social comparison, self-awareness, and the attribution of causality. Students also design, implement, and report an original experiment in an area of social psychology.

PSY 272 Psychology of Perception 3 credits
Prerequisite: PSY 101.

Major emphasis is placed on topics in visual perception including form and color vision, depth perception, illusions and after-effects, and perceptual development. In addition, the application of principles in perception to advertising, design, education, and aesthetics will be covered. This course may be useful also to majors in education, business, physical education, and art.

PSY 273 Perception Laboratory 2 credits
Prerequisites or corequisites: PSY 137, 241, and 272.

A laboratory designed to allow the student to explore the experimental bases of psychology of perception. In addition to conducting in-class experiments extending a number of the foundation studies in this area, an original research project is conducted by each student.

PSY 276 Motivation and Emotion 3 credits
Prerequisite: PSY 101.

A survey of experimental findings and theoretical treatment of psychological processes that energize and direct behavior. The characteristics of motives and emotions, their origins and development, and their effect upon animal and human performance.

PSY 283 Psychopathology 3 credits
Prerequisite: PSY 101.

Lectures and discussions on the psychology of the psychoneuroses, the functional and organic psychoses, psychopathic personalities, and mental deficiency. Methods employed in the diagnosis and therapy of mental disorders examined.

PSY 284 Theories of Personality 3 credits
Prerequisite: PSY 101.

A coverage in-depth of psychoanalytic theories, both classical Freudian, its revisions, and theories developed in reaction to it, e.g., theories of Freud, Jung, Adler, Horney, Fromm, Sullivan, and the ego analysis.

PSY 289 Psychodrama and Therapy 3 credits
Prerequisite: PSY 101.

Detailed description and analysis of the psychological factors that are involved in the use and abuse of drugs, especially "recreational" drugs. This includes analysis of the motivational and emotional processes that lead to drug use, the psychological changes brought about by drugs, the nature of physiological and psychological dependence, and the ego dynamics of addicts.

PSY 292 Cognitive Psychology 3 credits
Prerequisite: PSY 101.

Study of information processing, memory, and information retrieval. Processes related to recognition, selective attention, problem solving, and concept attainment will be considered.

PSY 293 Cognitive Psychology Laboratory 2 credits
Prerequisites or corequisites: PSY 137, 241, and 292.

Designed to allow the student to explore the experimental bases of cognitive psychology. In addition to the replication of a number of the foundation studies in this area, an original research project is conducted by each student.

PSY 318 Principles of Psychological Testing 3 credits
Prerequisites: PSY 101 and 137.

Systematic study of the principles underlying the construction and validation of the major varieties of psychological tests. Widely used tests examined and general problems of measurement discussed. Emphasis given to utilization of test results in industry, clinics, and schools.

PSY 360 Behavior of the Delinquent Child 4 credits
Prerequisites: PSY 101 and 115.

Examination of the cognitive, motivational, and affective characteristics and the personality of different kinds of deviant children. Each student engages in field experience with exceptional children or adolescents: delinquents, hyperactive children, mentally retarded, autistic, and learning disabled children.

PSY 365 Psychology of Women 3 credits
Prerequisite: PSY 101.

Examines the status and development of gender differences. Readings are primarily from the psychological literature, but biology, anthropology, and sociology also contribute concepts and data.

**PSY 381 P a g e i c m i C l i c a l
P h e n o m e n a** 3 credits

Prerequisites: PSY 101 and permission of instructor.

A supervised fieldwork course in a child or adult treatment center or institution. The student is supervised by a practicing therapist or special teacher. Depending on the setting, activities involve perceptual-motor training, behavior modification, and the active therapies. This course trains the student in beginning stages of counseling (e.g., empathy).

**PSY 398 P a g e i c m i E x p e r i m e n t a l
P h e n o m e n a** 3 credits

Prerequisites: PSY 101, 102, 137, and any one of the following: PSY 202, 241, 246, 250, 262, 272, 276, 292; and permission of instructor. (Pass/Fail only.)

Students who are interested in conducting psychological research can obtain faculty sponsorship to participate in an ongoing research project. The purpose of the course is to prepare students for the more intensive Directed Individual Research course (PSY 490), in which students design and conduct their own research project. In the practicum, students will engage in laboratory work, such as collecting and analyzing data or working on lab computers. Students may work in any of the laboratories of the Department of Psychology on projects in animal behavior, physiological psychology, human perception, human learning and memory, biofeedback, or social psychology. Before registering, interested students must contact the department Chair and fill out the Agreement for Practicum in Experimental Psychology.

**PSY 402 S o c i a l T h e o r e t i c a l
B e h a v i o r A n a l y s i s** 3 credits

Prerequisites: PSY 102 and 202.

An in-depth look at research, theory, and application regarding a particular topic or set of topics in behavior analysis. Topics will vary from one offering to the next, and generally will be those of current interest, for example, aversive control, animal cognition, behavioral health, and biofeedback.

**PSY 415 S o c i a l T h e o r e t i c a l D e v e l o p m e n t a l
P h e n o m e n a** 3 credits

Prerequisites: PSY 101 and 115.

Covers topics of current interest in developmental psychology, such as social and personality development (parenting styles, abuse, and neglect), cognitive development (language development, intelligence and testing, and the development of perception in infancy), and developmental disorders (dyslexia, autism, hyperactivity). The emphasis will be on reviews and discussions of the most current research.

PSY 452 S o c i a l T h e o r e t i c a l N e u r o p s y c h o l o g y 3 credits

Prerequisites: PSY 101 and 250.

An in-depth coverage of research and application of brain-behavior relationships, what they are and how they may be affected or changed under different conditions, such as under the influence of drugs, brain damage, or compulsive drug use.

PSY 455 H i s t o r y o f P s y c h o l o g y 3 credits

Prerequisite: 12 credits of psychology or permission of instructor.

Survey of the history of psychology from the 17th century to recent times. Special attention given to the influence of philosophy and science upon the formation of contemporary psychology. The course concludes with a survey of the major systems.

**PSY 462 S o c i a l T h e o r e t i c a l S o c i a l
P h e n o m e n a** 3 credits

Prerequisites: PSY 101 and 262.

An in-depth look at research, theory, and application regarding a constrained topic or set of topics in social psychology. Topics will vary, but generally will be those drawing contemporary attention. These include social influence processes,

HONORS
COLLEGE

eral Education requirements. The Honors curriculum introduces students to the body of knowledge and multiple theories and approaches to knowledge, along with their historical roots, that have most affected our century—in the arts, social thought, science, and humanities. First year classes include *The Modern Condition*, *Origins of the Modern Condition* (a historical sequence), and *the Art and Craft of Writing*.

In the sophomore year all Honors students take a full-year sequence titled the *Human Condition in Literature and Art*. These two courses, fulfilling the General Education requirement in Humanities, examine great works of literature, philosophy, history, art, and music from the Old Testament and ancient and classical periods to the present, offering Honors students the opportunity to study a number of lengthy works in their entirety. This course requires students to examine the kinds of narration, the topics, the ideas that have preoccupied humanity across the centuries, in different voices, and as different expressions of humanity's aspirations and achievement.

During the sophomore or junior year all Adelphi students also take courses in the sciences to fulfill the requirements of General Education. The aim in these courses is to give students a thorough grounding in the philosophical underpinnings of the sciences as well as in their substance. The Honors College also moves students who are majoring in the sciences into active laboratory work as soon and as much as possible, assuring that students make significant and original intellectual contributions to their academic work quickly and tangibly.

The J i6 Semi a

The junior seminars in the *Conditions of Social and Political Life* fulfill the General Education requirement in the Social Sciences. These courses attempt to unveil for the students the perspective of the deepest political and moral responsibility and to enlarge their grasp of human achievement. The courses are intended

to inspire students to develop their own visions of society and social change, to begin a life-long dedication to active engagement with the fundamental issues of human society and with energetic approaches to the complexity of these issues. The courses prepare students to think ever more reasonably and powerfully about social and political institutions and about issues of ethics and leadership that arise in this context.

The Se i6 Semi a

In addition to their distinctive courses fulfilling the requirements in General Education, Honors students are required to take an additional seminar in their senior year. This de-

or off campus. Sometimes, students begin something entirely new. In any case, all Honors students must complete the senior thesis, a year-long project designed to bring about and to demonstrate intellectual mastery and to encourage the integrity and coherent responsibility that only a complex project can elicit. Students must agree with their advisor on a topic by mid-October of their senior year.

Throughout the year students are supervised not only by their departmental advisor but also by the Honors College Academic Director. The Director, Nicholas Rizopoulos, served for years as the Vice President and Director of Studies at the Council on Foreign Relations in New York. His years of experience in guiding the work of young scholars enables him to provide invaluable assistance with research and writing.

In the spring, when the student and advisor are satisfied that the thesis is ready for presentation, the thesis is given to readers before whom the thesis is defended. The defense is meant to be both an exploration of the student's achievement and a further intellectual challenge.

Honors students find that graduate and professional programs to which they apply respond very positively to the senior thesis. Along with the diverse and interdisciplinary Honors curriculum, admissions committees often express particular praise for the thesis project.

The Educational Program

The second major component through which the philosophy of an honors education is realized is the extracurricular and co-curricular program.

One of the most important tenets of the Honors College is that the Honors education is much more than a set of courses. A rich program of co-curricular and extracurricular activities provides an essential complement to the Honors curriculum. In order to transform students into adults with the highest aspirations and the broadest understanding, the Honors program brings the students into direct contact with

greatness. Because of Adelphi's proximity to Manhattan, the Honors College can offer an unparalleled series of events and activities in which the students confront the best achievements and the leading figures in cultural and intellectual life. For example, artists and authors are brought to campus to meet with the students in intimate gatherings for stimulating and provocative discussion that will illuminate the art that has been created from the standpoint of the artist, director, or impresario who has created or staged it. Several times a semester groups of students attend events off campus in Manhattan and the greater New York area. These visits to the theater, concerts, and museums are made an active rather than passive experience in a variety of its to cultbe(eaf s, and museu7s are)]TJ7TD0.03ies of ever

College creates an environment in which the life of the mind is the usual and expected order of business rather than the exception. Conversations and ideas flow from classroom to classroom and from classroom to residence rather than simply evaporating at the end of a period. The faculty and administrative offices draw students in for frequent conversation making contact with faculty a habit rather than an occasional formality. Public spaces provided with scholarly publications encourage the students to read and discuss serious issues between classes. One of the most important features of the building is the inclusion of a resident faculty fellow who is always present to foster intellectual discussion and coordinate evening events for the Honors students.

Degree Requirements.

Each student in the Honors College majors, as all Adelphi undergraduates do, in a subject area of a department or School of the University. The General Education requirements are satisfied through the requirements of the Honors curriculum. The following courses are required for the Honors College:

Modern Condition I and II (8 credits; satisfies the General Education Freshman Seminar and second competency requirement)

Western Civilization or Art and the World I and II (6 credits)

The Art and Craft of Writing (3 credits)

The Human Condition I and II (6 credits; satisfies the General Education requirement in the humanities)

COURSES OF INSTRUCTION

HONORS COLLEGE

ART 196, 197: A. a d, he W6 ld: H6 6 *3 credits*

The course provides a global view of major epochs of human experience and major events of historical and cultural significance: in the first semester, from the Stone Age through the Ancient Near East, Classical Antiquity, Africa, Asia, and other cultural areas, to the Renaissance period in Europe; in the second semester from the Baroque, Neoclassical, and Romantic periods to Eastern traditions and in Africa to the present. Works of art examined in context offer insight into ways that people in different times and places have explored their relationships with other human beings and with nature,

HON 486 Honors Seminar *3 credits*

Seminar topics, chosen from a variety of fields, explore material from the perspective of responsible leadership that characterizes the College. Although the seminars are often focused on a topic studied in a single discipline, the atmos-



SCHOOL OF
BUSINESS

School of Business

Business Building 121

Anthony F. Libertella, Dean
E-mail: Libertel@adelphi.edu

Rakesh Gupta, *Associate Dean*

Jeannine Rogers, *Director of Undergraduate Programs*

Professors

Allan S. Ashley
Gregory P. Gutman
Anthony F. Libertella
Samuel Natale
Alvin J. Rosenstein

Assistant Professors

Rakesh Gupta
Harvey J. Heinowitz
MaryAnne Hyland
Alan Kreitzman
Jayen Patel
R. Bruce Swensen

Associate Professors

b e t w e e n n t h e s k i l l s n t h e y d l

ket. More important, the School nourishes a deep-rooted and practical intelligence that will serve students not only in business but throughout their life.

Program of Study

The School of Business offers the following degrees:

- Bachelor of Business Administration

Second Semester (16 credits)

General Education Requirements

ACC 202	Intermediate Accounting II
BUS 251	Business Law II
BUS 267	Creative Business Communications
OPR 272	Analytical and Statistical Modeling

J i~~6~~ Yea*First Semester (15 credits)*

General Education Requirements

ECA 251	Money and Banking
ACC 203	Cost Accounting
FIN 330	Managerial Finance
MGT 366	Organizational Behavior

Second Semester (15 credits)

General Education Requirements

Drama, Beginning Acting *or* Speech (Student may choose: PFA 108, PFA 109, SPE 104, 110, 111 *or* 112)

ACC 303	Principles of Auditing
HRM 367	Management of Human Resources

OR

OPR 373	Management of
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Degree Requirements

The management major earns the B.B.A. by successfully completing 121 credits of course work, divided into three areas: 73 credits of General Education requirements, liberal arts, and free electives; 39 credits in required business core courses; and 9 credits in advanced business elective or specialization courses.

First Year*First Semester (13 credits)*

General Education Requirements
 BUS 162 Introduction to Business
 ECA 111 The Price System
 ACC 101 Principles of Accounting I

Second Semester (16 credits)

General Education Requirements
 MGT 262 Principles of Management
 ECA 112 The National Economy
 ACC 102 Principles of Accounting II

Second Year*First Semester (16 credits)*

General Education Requirements
 MTH 110 Pre-Calculus
 BUS 267 Creative Business
 Communications
 OPR 271 Information Technology and
 Application

Second Semester (16 credits)

General Education Requirements
 BUS 252 Legal and Ethical
 Environment of Business
 MKT 280 Marketing
 OPR 272 Analytical and Statistical
 Modeling

Third Year*First Semester (15 credits)*

General Education Requirements
 Drama, Beginning Acting, or Speech
 (Students may choose: PFA 108, PFA 109,
 SPE 104, 110, 111 or 112)
 MGT 366 Organizational Behavior
 FIN 330 Managerial Finance
 Liberal Arts Elective

Second Semester (15 credits)

General Education Requirements
 HRM 367 Management of Human
 Resources
 OPR 373 Management of
 Production/Operations
 Liberal Arts Elective
 Specialization/Business Elective

Fourth Year*First Semester (15 credits)*

BUS 341 International Business
 BUS 461 Entrepreneurship
 Liberal Arts Elective
 Free Elective*
 Specialization/Business Elective

Second Semester (15 credits)

BUS 468 Business Policy and Strategy
 Liberal Arts Elective
 Free Elective*
 Specialization/Business Elective

Specialization

A specialization consists of a minimum of 9 credits of advanced course work in a specific discipline (same course number prefix). Currently, specializations are available in marketing, finance, management information systems, and human resource management. Others are in the process of being developed. *Students should consult with the Business Undergraduate Programs Office, Business 121, for more information.*

* Free electives may be taken in any division of the University.

Junior Year*First Semester (15 credits)*

ECA 251	Money and Banking
FIN 330	Managerial Finance
BUS 341	International Business
MGT 366	Organizational Behavior

Second Semester (15 credits)

General Education Requirements

FIN 311	Financial Markets
OPR 373	Management of Production Operations

AND one of the following Drama, Beginning
Acting, or Speech courses:
PFA 108, PFA 109,
SPE 104, 110, 111 or 112

Senior Year*First Semester (15 credits)*

Liberal Arts Elective

FIN 438	Investment Analysis
FIN 443	International Finance
FIN 434	Economics of Financial Management

OR

ECA 420	Managerial Economics
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OR

ACC 306	Financial Statement Analysis
POL 380	International Law and Organization

OR

POL 385	International Political Economy
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Second Semester (15 credits)

Liberal Arts Elective

FIN 412	Seminar in Finance
BUS 468	Business Policy and Strategy
FIN 434	Economics of Financial Management

OR

ECA 420	Managerial Economics
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OR

ACC 306	Financial Statement Analysis
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The B.A. Program in Economics

The economics curriculum is organized around a core of theory, encountered first at an introductory level, and then at an intermediate level. Topical courses usually require the intro-

Choose eight courses from the following:

ECA 213	Consumer Economics
ECA 214	History of Economic Thought
ECA 215	Environmental Economics
ECA 220	Survey of Modern European History
ECA 225	International Trade
ECA 226	Economic Development
ECA 231	Systems of Political Economy
ECA 241	Industrial Organization
ECA 251	Money and Banking
ECA 252	Public Finance
ECA 262	Labor and Public Policy

Corequisite Elective *

MTH 112	Survey of Calculus
MTH 113	Survey of Statistics
MTH 114	Statistics for Natural Sciences
POL 385	International Political Economy

General Education Requirement and Free Elective (84 credits)

The Business Minor

The School of Business offers a business minor in the area of management to liberal arts and science majors. The minor consists of 18 credits as follows:

MGT 262	Principles of Management
ACC 101	Principles of Accounting I
FIN 330	Managerial Finance
MGT 366	Organizational Behavior
MKT 280	Marketing
BUS 341	International Business

The Economic Minor

The School of Business offers an economics minor to all undergraduate students. The minor consists of 18 credits including the required ECA 111 and 112. Students may structure a minor of their own choosing with the consent of an advisor.

Business Clusters

The School of Business also offers business clusters. These clusters afford liberal arts and science majors the opportunity to explore the various business disciplines on an introductory level. Prerequisites, if any, need not be taken by non-business majors. The clusters consist of 12 credits as follows:

Business Cluster

BUS 162	Introduction to Business
MGT 262	Principles of Management
BUS 250	Business Law I
BUS 251	Business Law II

Business Cluster

BUS 162	Introduction to Business
MGT 262	Principles of Management
MGT 366	Organizational Behavior
HRM 367	Management of Human Resources

Business Cluster

BUS 162	Introduction to Business
ACC 101	Principles of Accounting I
ACC 102	Principles of Accounting II
ACC 306	Financial Statement Analysis

Business Cluster

BUS 162	Introduction to Business
ACC 101	Principles of Accounting I
FIN 330	Managerial Finance
FIN 311	Financial Markets

Business Cluster

BUS 162	Introduction to Business
MGT 262	Principles of Management
MKT 280	Marketing
MKT 480	Advertising Management

*maximum of 6 credits may be chosen

I. e d c i e . e I f e m a i e T e c h e l e g (13 credits)

BUS 162	Introduction to Business
MGT 262	Principles of Management
OPR 271	Information Technology and Applications
OPR 471	System Analysis and Design

P e g a m e f S d

All students in the School of Business are required to have an official program of study on file in the Business Undergraduate Programs Office, Room 121, in the Business Building. Consult that office for an appointment.

The official program of study serves as an agreement between the student and the School. No commitments can be made regarding individual requirements until the student has been admitted as a matriculated degree candidate. If degree requirements change subsequent to enrollment, the student will be given the option of meeting the requirements listed on the program of study, or having the program revised. The student should use the program of study as a guide when registering for courses. The program may be amended at a later time, but the student is cautioned not to deviate from the Program of Study unless it has been officially changed by the Business Undergraduate Programs Office.

A d i e m e .

Comprehensive and thorough student advising is a priority in the School of Business. Each student is assigned a faculty advisor based upon area of major and/or interest. If for some reason a particular student-advisor relationship proves to be incompatible, either party may request a change. All changes, however, should be made through the Business Undergraduate Programs Office, Business 121. Faculty schedule office hours at times convenient for their advisees. Many also provide extra hours of service before each registration period. In addition, there is an

advisor on duty until 8:00 p.m., Monday through Thursday, during the fall and spring semesters for help with general questions.

T a f e S d e .

Transfer students are required to meet the same standards and criteria established for other students entering the upper division of the School of Business. If a student has not transferred the courses in the specified sequence as outlined for entering freshmen, the student will be required to complete those courses to establish eligibility to enroll in the upper division. The student must maintain a grade point average of 2.3 or better at Adelphi.

Students transferring to Adelphi University

social sciences, and 12 credits in the arts and humanities. These requirements can be met with appropriate transfer credits or courses taken at Adelphi. Students entering with an Associate of Arts or Associate of Science degree will be deemed to have completed all General Education requirements.

Change of Major

A change of major to the School of Business will not be approved until the student's record has been evaluated and a determination has been made that the student will meet the same academic standards and criteria established for all School of Business majors.

Indeferred

Students who have demonstrated the ability

Dismissal/Withdrawal

Students who fail to maintain a 2.3 grade-point average for two consecutive semesters are subject to dismissal from the School of Business. A student who withdraws from the School for one semester or more must be readmitted through the Business Undergraduate Programs office. A student who is withdrawn for one year or more must meet any new degree requirements in effect at the time of readmission.

Waiver of Academic Regulation

A student in the School of Business may request the waiver of an academic regulation by petitioning the Academic Standards Committee of the School. Petitions should be addressed to the committee and filed with the Business Undergraduate Programs office. Students are requested to discuss the matter with a member of the staff prior to submitting their petitions.

COURSES OF INSTRUCTION

SCHOOL OF BUSINESS

ACC 101 Principles of Accounting I 3 credits

Introduces both accounting and non-accounting majors to financial accounting principles and managerial accounting concepts, including the preparation and use of financial statements. Emphasis is on the application of accounting data to decision-making through an in-depth study of the accounting concepts that influence management decisions and control. Topics include accounting as a form of communication, accounting models and transaction analysis, preparation of financial statements, operating costs, cost behavior, budgeting, standard costing, pricing decisions, and financial statement analysis.

ACC 102 Principles of Accounting II 3 credits

Prerequisite: ACC 101.

Designed for students preparing for a career in accounting. The preparation of financial statements for different types of business enterprises. This course introduces the student to the cost information needs of management and the use of accounting information for decision-making and control. The student is introduced to basic accounting principles and postulates; a practice set is required.

ACC 201, 202 Intermediate Accounting I, II 6 credits

Prerequisites: ACC 101 and 102.

Designed to strengthen students' conceptual approach to financial accounting. While studying the currently accepted methods of valuation and measurement of the economic resources and equities of the firm, students are alerted to the shortcomings and criticisms of the measurement system. The student is introduced to the opinions issued by the Accounting Principles Board and its successor, the Financial Accounting Standards Board. The student notes the underlying reasoning for the pronouncements and examines whether the regulations have accomplished their stated purposes. Accounting for pensions, leases, and price-level changes are topics incorporated into the course.

ACC 203 Cost Accounting 3 credits

Prerequisites: ACC 101 and 102.
Corequisites: ACC 201 and 202.

Designed to give the student an in-depth introduction to the procedures for gathering cost information and the utilization of such information for management decision-making purposes. An examination is made of the job order, job process, and standard cost systems used for the recording of costs. In addition, stress is placed on management decision-making tools, including break-even analysis, economic order quantity, direct costing, and cost-volume-profit analysis. While the use of quantitative information is emphasized, the student is made aware of the input of qualitative information, which bears on management decision-making. The use of the budget as a management tool for planning and controlling operations is stressed and procedures are examined for the analysis of variances from budget due to cost and volume factors.

ACC 303 Principles of Auditing 3 credits

Prerequisites: ACC 101, 102, 201, and 202.

A comprehensive course designed to give the student an overview of auditing and its relationship to accounting principles, standards, and procedures. While the viewpoint of public accounting is stressed, attention is also given to internal auditing. Legal responsibilities and professional ethics are covered. Particular emphasis is given to the effect of internal control in auditing procedures. The use of the computer in auditing is covered. Practice sets are required.

ACC 306 Financial Statement Analysis 3 credits

Prerequisite: ACC 101.

A review of general accounting principles and concepts that govern the construction of financial statements of business and banking institutions. The student examines the techniques used in analyzing and interpreting these statements so as to understand and evaluate a firm's financial strength,

3 credits

ACC 405 A d i g a d A c c e . i g *3 credits*
I f e m a i e S . e m
Prerequisites: ACC 101, 102, 201, 202, and 303.

This course focuses on techniques for the analysis and evaluation of accounting information systems, including computer-based systems. Topics include an introduction to accounting systems theory; analysis of accounting systems, including documentation and design theory; accounting file structure; hardware/software selection and impact on accounting systems; system life cycle, including accounting controls; and systems implementation and maintenance from the auditor's standpoint. This course will require use of computer resources.

ACC 406 G e m e . a d F d A c c e . i g *3 credits*
Prerequisites: ACC 101, 102, 201, 202, and 303.
Corequisite: ACC 403.

Survey of the systems, theory, and applications of the principles of fund accounting. Emphasis will be on the municipality, public, and semipublic institutions.

BUS 123 M a g i g Y e F . e *3 credits*

Provides the student with the conceptual tools and theoretical foundation to assess their values and priorities and to use such information to identify career options and relevant academic programs. Topics include readings on the psychology of career development; the analysis of diagnostic tests utilized to assess student values and priorities; the development of strategies for both career development and preparation for contingencies of future change.

BUS 162 I . e d c i e . e B i e *3 credits*

This interdisciplinary course provides a historical perspective on the role of business in society. It introduces the student to the organizational assets model and the major functional areas of business, including accounting, finance, production, operations, marketing, human resources, and information/technology. The issues of work, careers, and the parameters for success in life are explored, and students develop self-profiles to better equip them to evaluate future career opportunities. Students are introduced to a variety of communication tools as an aid in the development of group and interpersonal skills.

BUS 208 I a c e *3 credits*

Designed to present an understanding of the relationship of insurance to society. Incorporates current issues relating to the functions and limitations of insurance. Topics discussed include risk management, fire, homeowners, inland, marine, crime, general liability, auto, life, health and accident, social insurance, no fault, old age benefits, social security benefits, and workers compensation. This course is not designed to qualify the student to take the N.Y.S. Insurance Brokers Licensing Examination.

BUS 250 B i e L a I *3 credits*

A basic survey course in business law. Stresses the laws of contracts as the basis for most commercial transactions and applies the law of contracts to the specific contracts of bailments and carriers, insurance, suretyships, and negotiable instruments.

BUS 251 B i e L a II *3 credits*
Prerequisite: BUS 250.

An advanced course in business law covering the application of the legal process and the law of contracts to the specific contracts of bailments, agency, guaranty and suretyship, insurance, and partnerships and corporations. Detailed consideration is given to old and new workers compensation, human resource equi ew(ant2

ECA 275 Micro Economic Analysis 3 credits
Prerequisites: ECA 111 and 112.

A critical analysis of neoclassical price determination. Topics include consumer choice theory, the production function, the Marshallian theory of the firm, the factor theory of income distribution.

ECA 276 Macroeconomic Analysis 3 credits
Prerequisites: ECA 111 and 112.

An examination of the determinants of the size, stability, and growth of national income, including a study of national economic policy alternatives and their implications.

ECA 305 Economic 3 credits
Prerequisites: ECA 111 and 112.

An introduction to the methods of data collection, analysis, and presentation commonly employed by economic and financial analysts. Topics covered include: probability and sampling theory, regression, and correlation. Computer applications will also be explored.

ECA 420 Managerial Economics 3 credits
Prerequisites: ECA 111, 112, ACC 101, and FIN 330.

The course is an advanced presentation of economic theory as it is incorporated in executive decision-making. It deals with the diverse, but integrated topics of demand analysis and forecasting techniques, as well as production theory and

**HRM 365 Human Resource
Policy and Legal Re-
quirements.**
Prerequisites: MGT 262 and HRM 367.

3 credits

MKT 280 Marketing 3 credits*Prerequisites: BUS 162 and MGT 262.*

This course explores the role of marketing in the global marketplace. Employing a consumer focus, the course exposes the student to the philosophies, concepts, and skills needed to manage the marketing function. Topics include marketing strategy, competitive analysis, consumer behavior, new product development, marketing research, and the marketing mix—advertising, promotion, personal selling, distribution, and pricing. Case studies and videos are used.

MKT 382 Retail Management 3 credits*Prerequisite: MKT 280.*

A study of retail store management and an understanding of various types of retailing establishments in our economy. The course analyzes the significant developments taking place in the major environments within which retailers must operate today—social, economic, technological, legal, and governmental.

MKT 383 Sales Management 3 credits*Prerequisite: MKT 280.*

Fundamentals of personal selling and sales force management are developed, including an analysis of the sales process and the sales plan. Emphasis is placed on sales administration as an element in marketing management.

MKT 384 Direct Marketing and Sales Promotion 3 credits*Prerequisite: MKT 280.*

An examination of the scope, opportunities, concepts, strategies, and applications involved in direct marketing and sales promotion. Special emphasis on database management, telemarketing, list management, direct mail, and fulfillment. Recent trends and technologies such as the role of the Internet and interactive media will be reviewed. Industry speakers will make presentations.

MKT 480 Advertising Management 3 credits*Prerequisite: MKT 280.*

A detailed analysis of today's advertising agency, with emphasis on integration and application of advertising fundamentals. Particular attention is given to the creation, implementation, and evaluation of advertising campaigns.

MKT 481 Marketing Research 3 credits*Prerequisites: OPR 272, MKT 280, and completion of mathematics requirements.*

Designed to assist students in using the techniques and skills of marketing research in the problem-solving role of marketing management. Students undertake field projects.

MKT 482 Marketing Strategy 3 credits*Prerequisite: MKT 280 and 481.*

Designed to provide an understanding of the major strategy problems facing today's marketing executive. Students are provided with an opportunity to bring their marketing knowledge to bear in the solution of contemporary marketing problems.

OPR 271 Information Technology Applications 4 credits*Prerequisites: BUS 162 and MGT 262.*

This course shows how information, handled through technology, can be an effective means for dealing with complexity. Students will learn how to store, retrieve, organize, evaluate, model, and present information from a variety of business sources. The impact of computer-based information technology upon organizations and society will be examined. Skill building will be achieved through a series of structured, required exercises.

OPR 272 Analytical and Statistical Modeling 4 credits*Prerequisites: BUS 162, MGT 262, OPR 271, and MTH 110.*

This course explores how data can be used to support managerial decision-making. Methods for collecting and categorizing data are presented, as are mathematical and statistical tools, software, and techniques for analyzing data. Analysis and interpretation of data required.

OPR 373 Management of Production and Operations 3 credits*Prerequisites: BUS 162, MGT 262, MTH 110, OPR 271 and 272.*

Introduces production and operations management, the business function responsible for creating goods and services. In recent years, the scope of production management has broadened considerably. Production concepts and techniques are now being applied not only to manufacturing concerns but to a wide range of service industries. These include health care, food service, recreation, banking, hotel management, retail sales, education, transportation, and government. This course examines the design and control of systems needed for the efficient use of materials, human resources, and equipment. It also discusses allocation of financial resources, facilities, and information in the development of competitive products and services.

OPR 471 Systems Analysis and Design 3 credits*Prerequisite: OPR 271.*

This course is intended for students who plan on becoming Business Analysts or Information System Developers. These skills are in high demand by consultants and companies of all sizes. The focus is on the analysis of business systems for the purpose of developing requirements for business process reengineering and information system development. The course also covers logical and technical design and implementation of business systems. Students use a computer aided software engineering (Case) tool and investigate system planning, business process modeling, and requirements specification. Students will develop conceptual, analytical, and practical skills in modeling business processes.

OPR 474 Data Communications 3 credits
Prerequisite: OPR 271.

The increasing use of data processing equipment, increasing use of distributed systems, increasing diversity of networking options, and emergence of the Internet and World Wide Web have made a solid understanding of fundamentals of communications essential to business and information management. This understanding includes: the underlying technology of information communications facilities, networking systems, and communication software; the architecture of information communication (the way in which hardware, software, and services can be organized to provide computer and terminal inter-connection) and application of information communication in today's business.

OPR 475 Database Management 3 credits
Prerequisite: OPR 271.

This course provides an introduction to database management systems concepts, design, and implementation. Logical and physical design of databases will be studied in detail. These include the data flow diagrams, and the entity-relationship models. Oracle and SQL on the UNIX system will be used and the vehicle from mastering the database implementation process. Given a design and implementation, the final step of the process is the ongoing monitoring and revision of the database management system as the organization, the users, and the database itself evolve.

OPR 478 Management Information Systems 3 credits
Prerequisite: OPR 271.

Globalization of trade, the emergence of information economies, and the growth of the Internet and other global communications networks, have recast the role of information systems in business and management. The Internet is becoming the foundation for new business models, new business processes, and new ways of distributing knowledge. Companies can use the Internet and networking technology to conduct more of their work electronically, seamlessly linking factories, offices, and sales forces around the globe. This course fully explores the electronic business uses of the Internet for the management of the firm as well as the Internet's growing role in electronic commerce. It includes detailed treatment of enterprises that electronically link the firm to suppliers and other industry partners.

SCHOOL OF
EDUCATION

Program in Childhood, Adolescence, and Adult Education

We are devoted to the cultivation of professional educators who are knowledgeable, scholarly, reflective, compassionate, ethical, socially engaged, and artistic. Preparing these educators has several dimensions. Prospective teachers must be intellectually mature and well educated in the arts and sciences, but they must also have the special expertise needed to create dynamic educational environments. Prospective teachers must have a deep understanding of child growth and development; an awareness of the social realities that shape children; and a vision of the function of schools in our multicultural society. By developing such expertise, Adelphi-educated teachers will be able to develop programs of

STEP Mini Adolescent**Program:** 29 credits*Effective Freshman 2000*

STEP Adolescent Teaching Areas:

- English
- Mathematics
- Sciences (biology, chemistry, earth science, physics)
- Social Studies

Please note: The designation "11" following a course number is comparable to a "lab" section of that course. It denotes that these are field participation courses in which students are working in the schools, observing and applying what they are learning in the methods courses. This is part of a new program to meet the change in state requirements for field participation.

First YearEST 102 Orientation Seminar *1 credit*
*Waived for transfer students.***Second Year**

PSY 116 Developmental Psychology *3 credits*
OR
EST 222 Process of Learning
(Grades 7–12) *3 credits*

EST 302 Learning, Cognition, and Teaching *3 credits*

Third Year

EST 304 Community, School, and Society *3 credits*
OR
EST 304-11 School Based Inquiry *1 credit*

EDO 510 Visions and Practices in Middle School Education *3 credits*
EDO 510-11 School Based Inquiry *1 credit*

Fourth Year

EST 305 The Child with Special Needs *3 credits*
EST 305-11 School Based Inquiry *1 credit*
EDO 511-518 Instruction and Assessment in Adolescent Education *3 credits*

ELY 521 Literature for Young Adults *3 credits*
EST 521-11 School Based Inquiry *1 credit*
ELY 603 Reading and Writing in the Middle and Secondary School *3 credits*

Fifth Year: Graduate Adolescent Program, 33 credits

(9 credits)
EST 571 Research I *3 credits*
EST 572 Assessment *3 credits*
EST 574 Aesthetics *3 credits*

(12 credits)
EST 533 Technology *3 credits*
EST 575 Research II *3 credits*
EST 577 Policies and Practices in Secondary Education *3 credits*
Graduate Elective *3 credits*

(12 credits)
EDU 530 Student Teaching and Seminar *6 credits*
EST 576 Master's Seminar *3 credits*
Graduate Elective *3 credits*

A. Education

Harry Davies, *Program Director*

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

Majors in art education complete a full major in art (see appropriate section under the College of Arts and Sciences in this Bulletin), while taking the following art education sequence:

(Please note: All students must fulfill the University General Education requirements. In addition, if not met through the General Education program, art education majors must complete 6 credits in a language other than English, unless waived by an advisor.)

A. Education Core, 18 credits

EAR 203 Introduction to Art Education	3 credits
EAR 220 Artistic Development: Childhood through Adolescence	3 credits
EAR 510 Instruction and Assessment in the Visual Arts	3 credits

EAR 525 The Historical and Philosophical Foundations of Art Education	3 credits
EAR 540 Student Teaching and Reflective Practice Seminar in Art Education	6 credits

General Pedagogical Core, 18 credits

EST 221 Processes of Learning I (Birth to Grade 8)	3 credits
EST 222 Processes of Learning II (Grades 7–12)	3 credits
EST 304 Community, School and Society	3 credits
EST 305 The Child with Special Needs	3 credits
EST 533 Technology	3 credits
HED 520 Health Promotion for Children and Adolescents	3 credits

In order to be certified as an art educator in New York State, students must achieve passing scores on the LAST (Liberal Arts and Sciences Test) and ATS-W (Assessment of Teaching Skills). These tests are part of the NYSTCE (New York State Teacher Certification Examination).

Students must apply for student teaching (EAR 540) by the following dates:

For a Fall Placement:	February 15
For a Spring Placement:	June 15

Important deadlines and dates for student teaching meetings are posted outside of the Office of School and Community Partnerships, Harvey Hall, Room 111.

Please speak to an advisor in the art department regarding the portfolio requirement for student teaching in art education.

Program in Health Studies, Physical Education, and Human Performance Science

Ronald S. Feingold, *Chair*

Health and physical education as disciplines or programs of study go beyond the public school. Their impact on society and people begins with infancy and culminates at old age. For example, nutrition, health, physical education, and sport can provide stability in the face of the breakdown of the traditional family unit and the increase in the number of youth-at-risk. Furthermore, fitness and nutrition education continues to be of major importance to society given the need to develop a healthful lifestyle that will enhance the quality of life, and reduce soaring medical costs. Because variety in aims and applications characterizes today's physical education, the department of health, physical education and human performance science has recently committed its resources to the development of programs with multidisciplinary perspectives. The department prepares professionals to work with many different populations, including the preschooler, the adult, the elderly, the disabled, the athlete, and the injured. Instead of the specialist teaching only sport skills, we see the physical education professional teaching fitness, wellness, value education, multicultural awareness, and self-esteem through participation in exercise, games, dance, and sport. The development of these goals and objectives requires the interaction of professionals beyond the school setting, to include professionals in the community and on the work site. Corporate fitness and recreation facilities, hospitals, community health centers, parks and community centers, and YM/YWCAs are all

examples of settings where the reinforcement and development of healthful goals may be established.

The Department of Health Studies, Physical Education, and Human Performance Science offers an undergraduate program leading to a bachelor of science degree and New York State professional certification in teaching physical education. Undergraduate course work in health studies is open to all students and may be required or recommended in a number of majors within the University. The department offers dual certification in health and physical education.

Physical education offers three areas of concentration:

Pedagogy/Teaching includes teacher preparation and the study of teaching in the gymnasium environment and/or the health classroom. Students may specialize as coaches, teachers K-12, and adapted physical educators. A teaching practicum and field experience are required.

Human Performance Science is the application of scientific principles to sport skills enhancement, training and conditioning programs, adult fitness, nutritional analysis, biomechanics, injury prevention, and rehabilitation. Areas of concentration include exercise leadership, sports medicine, athletic training, and pre-physical therapy. Field experience is required.

Administration Management prepares students for careers as public school administrators, athletic directors, and sport management personnel in the private sector (including supervision of professional teams and fitness centers). Management theory is applied to the specific population and facilities. The majority of the course work in the sport management area of concentration is at the upper division level. The department now offers a specialized track in sports management.

In addition to the University General Education requirements, students majoring in physical education and seeking New York State Teacher Certification must complete 33 credits of

Theoretical Foundations, 15 credits of Physical Education Methodology, an 18-credit Education Core sequence, and 8 credits in biology. Health certification may be obtained with additional health content courses.

Requirement for Major Leadership of the Bachelor of Science in Physical Education Certification
(Physical Education Teacher: K-12)

Theoretical Foundation (33 credits)

PED 100	Principles of Health and Physical Education
PED 290	Technology in HPE
PED 315	Motor Development
PED 375	Social Issues in Physical Education and Sport
PED 380	Physical Education in the Elementary School
PED 461	Kinesiology
PED 463	Physiology of Exercise
PED 467	First Aid and Injury Control
PED 469	Adapted Physical Education
PED 470	Health and Fitness
PED 505	Professional Seminar

Physical Education Methodology

(15 credits)

PES 100*	Beginning Swimming
PED 210*	Tumbling Methods
PED 230*	Track and Field Methods
PED 237*	Group Games Methods
PED 242*	Tennis Methods
PED 244*	Badminton Methods
PED 250*	Lifetime Activities
PED 261	Field Hockey Methods
PED 263	Lacrosse Methods
PED 266*	Soccer Methods
PED 268*	Basketball Methods
PED 269*	Volleyball Methods
PED 285*	Rhythmic Movement Fundamentals
PED 488*	Practicum in Teaching

*required

Education Core (18 credits)

EST 221	Learning: Birth to Grade 8
<i>OR</i>	
PSY 115	Developmental Psychology
EST 302	Learning, Cognition, and Teaching
EDU 340	Curriculum and Teaching
EDU 516	Curriculum and Methods of Instruction in Physical Education
PED 536	Student Teaching in Physical Education

Biology (8 credits)

BIO 203, 204	The Human Body: Scientific Perspectives on Structure and Function I, II
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Students majoring in physical education (exercise science/sports management) who are not seeking New York State Certification must complete 21 credits of Theoretical Foundations and 15 credits of physical education electives.

Requirement for Major Leadership of the Bachelor of Science in Health, Teacher Certification

Physical Core (36 credit minimum)

Required 21 Credits *Human Performance*

PED 100	Principles of Health and PE
PED 315	Motor Development
PED 375	Social Issues
PED 461	Kinesiology
PED 463	Exercise Physiology
PDE 467	Injury Control
PED 491	Seminar/project

Required 21 Credits *Sport Management*

PED 100	Principles of Health and PE
PED 370	Aspects Coaching
PED 375	Social Issues
PED 467	Injury Control
PED 490	Foundations Sports Management
PED 490	Sports Marketing
PED 550	Sports management topics

Elective (15 credit minimum)

- Coaching
- Athletic Training
- Sports Medicine
- Fitness Leadership
- Pre-physical Therapy

Biology (8 credit minimum)

BIO 203-204 Human Body

(Chemistry and physics recommended for therapy and exercise science students)

Specialized tracks are available in athletic training, pre-physical therapy, sports medicine, exercise specialization, sports management, and coaching. For further information on each, contact the departmental office.

Dual Certification in Health and Physical Education

While students may prefer to specialize in physical education, the department does offer a dual certification program. Students who choose to complete dual certification in health education and physical education must fulfill the following to be certified in health: New York State requires 36 credits in health content; 12 credits in professional education; and 3 credits in student teaching. Students are also required to pass the New York State Teacher Certification Examination (Liberal Arts & Science Test – LAST) and the Assessment of Teaching Skill-Written (ATS-W).

Health Core Course (36 credits)

(All courses are for three credits unless otherwise noted.)

I. Required (16 credits)

HED 372	Human Sexuality
HED 373	Essentials of Healthful Living
HED 401	Dynamics of Substance Abuse
HED 488	Practicum (1)
HED 504	Comprehensive School Health – secondary
HED 571	Health Issues for the

Student Teaching in Health (3 credits)
 HED 537 Student Teaching
 (Prerequisite HED 504 and 18 credits in health content)

Note: For students graduating with over 120 credits, approximately 6–9 credits can be used towards graduate credit if signed up ahead of time.

Joint Degree Program in Physical Therapy

Determining both a need and an increasing interest in physical therapy among our students, Adelphi University and the New York Medical College Graduate School of Health Sciences in Valhalla, New York, are offering a combined five-year B.S./M.S. in physical therapy.

Students admitted to the program are required to take a strong liberal arts and sciences program at Adelphi University and, after completing their junior year, to continue their studies at New York Medical College. After two years at New York Medical College, students receive a Bachelor of Science degree in biology or in physical education and human performance science from Adelphi University and a Master of Science degree in physical therapy from New York Medical College.

A limited number of placements are available. Students are admitted provisionally to the New York Medical College program during their first year at Adelphi subject to periodic reviews. The final decision to accept a student is made by New York Medical College during the student's junior year at Adelphi.

For admittance to New York Medical College following their junior year at Adelphi students must have an academic record with a minimum G.P.A. of 3.0 that includes a balance of coursework in the humanities, social sciences and natural sciences, including competency in English writing. Requirements include:

- Three courses in biology including general biology, anatomy (must include laboratories), and physiology

- Two courses in chemistry, with laboratories
- Two courses in physics, with laboratories
- One course in general or introductory psychology
- One course in abnormal psychology
- One course in mathematics
- One course in statistics
- Volunteer or work experience (at least 50 hours) in physical therapy, including 20 hours in an acute care/hospital setting
- Current certification in first aid and cardiopulmonary resuscitation
- Coursework that requires the use of or teaches computer literacy

Candidates must apply to Adelphi University and express their interest in the physical therapy joint degree program. For specific requirements please contact the department of biology at (516) 877-4200, or the department of health studies, physical education and human performance science at (516) 877-4260.

Program in Communication Sciences and Disorders

Stephen A. Cavallo, *Chair*

The Department of Communication Sciences and Disorders provides students with pre-professional preparation for careers in speech-language pathology and audiology. In addition to preparing students for graduate study in communication disorders, this program provides a strong foundation for careers in education, psychology, and the allied health professions.

Communication Disorders

The purpose of the program in communication disorders is to provide pre-professional training

in speech-language pathology and audiology within a strong liberal arts framework. Students in this program acquire basic knowledge of the discipline through study in the speech, language, and hearing sciences. Courses fulfill certain academic and practicum requirements and core requirements for admission to graduate school and for clinical certification by the American Speech-Language Hearing Association. Academic and clinical coursework required for licensure by New York State and teacher certification by the NYS Department of Education are also provided. Student teaching required for certification is offered only on the graduate level.

Students must maintain a minimum overall G.P.A. of 2.75. If a student's G.P.A. falls below 2.75, the student will be placed on academic probation for one semester. If a 2.75 is not achieved by the end of the probationary semester, the student will be dismissed from the program. If a student earns two grades of C+ or lower within the first 15 credits of course work within the major (SPE courses), the student will be dismissed from the program. If a student earns a third C (beyond the first 15 credits of SPE courses), the student will be required to retake that course until a grade of B- or better is earned. A student who earns a grade of F in any major course, at any time, will be dismissed from the program. Transfer students may be required to take one or more additional semesters of study. All students are expected to demonstrate adequate oral and written communication skills.

It is the responsibility of the student to consult with his or her academic advisor, *University Bulletin*, and *Student Handbook*, regarding program policies and procedures. Required courses *may not* be taken Pass/Fail.

The Hy Weinberg Center for Communication Disorders

Bonnie Soman, *Director*

The principal functions of the Hy Weinberg Center for Communication Disorders are the preparation of undergraduate and graduate students in speech-language pathology and audiology; research in the areas of speech, language, and hearing disorders; and clinical service to the community. Equipped with state-of-the-art clinical audiometric instrumentation, the Center also houses speech and hearing science laboratories. The laboratories contain acoustic and physiologic instrumentation for objective measurement of important parameters of speech and voice. Therapy rooms are separated by observation corridors containing sound systems and one-way vision mirrors to facilitate observation and supervision. In addition, the Center has a sound-treated van that provides speech and hearing screenings to the community. Such screenings are administered by qualified students under the supervision of a clinical faculty member.

Requirements for the Major in Communication Disorders

Students majoring in communication disorders must complete 45 credits in speech, 8 credits in biology, and 18 additional credits in interdepartmental requirements. University-wide General Education requirements must also be met.

New York State Certification Registration

Mary Ellen Williamson, *Senior Coordinator of Certification and Student Records*

Students completing a New York State registered teacher education program should apply for certification through Adelphi University using a white form with blue lettering. Applications for certification are completed in the semester prior to graduation and may be obtained through the School of Education offices or the Office of the Registrar in Levermore Hall, lower level.

All teacher certification candidates recommended by Adelphi University for New York State certification must successfully complete the degree program requirements, including any deficiencies in the liberal arts and sciences; a seminar on child abuse identification and reporting; a workshop in school violence and intervention; and student teaching. All teaching certification candidates must take and pass the New York State Teachers Certification Examinations (NYSTCE) required for their particular area of certification.

Effective July 1, 2001, new legislation will require all prospective school district employees and all individuals who apply to the New York State Education Department for certification to be fingerprinted for a criminal history background check in order to be cleared for employment or certification.

Please note: Although you may already hold a valid certificate in another teaching area, the necessary parts of the NYSTCE are now required for all applicants seeking certification in an additional area. Also, only U.S. citizens can obtain permanent certification and only those who file a Declaration of Intention may be issued provisional certificates. For the most updated requirements you may contact the New York State Education Department at — <http://www.nysed.gov/tcert/homepage.htm>.

New York State Teacher Certification Examinations (NYSTCE) registration bulletins are available in all School of Education offices and the Office of the Registrar. The purpose of these bulletins is to provide general information concerning preparation for tests, test registration, registering for alternative testing arrangements, dates of test, score reports and forms.

Supervised Clinical Experience

Michele Reich, *Director, Office of 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 students completing their certification programs. Each experience is a full-time, day-time responsibility and includes a weekly seminar at Adelphi University. Specific course prerequisites for student teaching or the practicum vary in each program and are listed in the course description section of this *Bulletin*. General requirements include a satisfactory health examination, a satisfactory speech and hearing evaluation, acceptable academic and personal qualifications, satisfactory faculty recommendations, and a satisfactory student teaching portfolio. Education Studies students must take the Liberal Arts and Sciences Test (LAST) and ATS-W examination prior to student teaching. Adolescent Education majors must take the Content Specialty Test in addition to the LAST. In general, students may not apply for the clinical experience until their final semester of study. Undergraduate students must have a 2.75 overall G.P.A. and 3.0 in education courses to be eligible to student teach.

Applications for the clinical experience must be filed by June 15 for the following spring semester and February 15 for the following fall semester. Information pertaining to the clinical experience, including applications and details

about the portfolio, may be obtained through the Office of School and Community Partnerships.

I d e e d e . S d

Approval for independent study will be granted by the Dean of Dea11C(;ETpu)as21Anips.

COURSES OF INSTRUCTION

SCHOOL OF EDUCATION

ART EDUCATION

EAR 203 I. n t r o d u c t i o n t o A r t E d u c a t i o n 3 credits

This course serves as a basic orientation to the field. The role of the arts within the broader context of the history of education will be examined as well as current issues related to educational policy, research, and practice. Students will be challenged to reflect upon their own assumptions about the role of artistic experience within early childhood, childhood, and adolescent education.

EAR 220 A r t i c u l a t i n g D e v e l o p m e n t : E a r l y C h i l d h o o d t h r o u g h A d o l e s c e n c e 3 credits

This course will examine artistic development from infancy through adolescence with an emphasis on how sound art education can support, enrich, and nurture cognitive, emotional, and social development and enhance general education as well as art education. Classic and contemporary theories in the field of educational psychology and art education will be examined, and students will be encouraged to engage in small field-based inquiries related to topics discussed.

EAR 510 I n t r o d u c t i o n t o A r t E d u c a t i o n i n t h e V i s u a l A r t s 3 credits

Prerequisites: EAR 203, 220 and EST 221, 222, 305

This course introduces art education students to the creation of developmentally appropriate lesson plans in a variety of visual arts media for grades Pre-K–12. Topics such as assessment and the New York State Learning Standards in the Arts will be addressed. Students are required to complete 30 hours of fieldwork in Pre-K–12 schools.

EAR 525 E s t h e t i c s i n t h e R e l e v a n t A r t s a n d E d u c a t i o n : T h e H i s t o r i c a l a n d P h i l o s o p h i c a l F o u n d a t i o n s o f A r t E d u c a t i o n 3 credits

Prerequisites: EAR 203, 220 and EST 221, 222 (should be taken in senior year).

This course examines the nature of aesthetic experience as a unique and powerful way of knowing the self and the world. It attempts to uncover the connection between art and education and help prospective art educators articulate a rationale for the role of the arts in education across the lifespan.

EAR 540 S e n i o r T e a c h i n g i n A r t E d u c a t i o n 6 credits

Prerequisites: All required education and art courses must be completed prior to the student teaching semester.

This course provides the capstone experience in the art education program. Students are required to spend eight weeks

in a Pre-K–6 setting and eight weeks in a 7–12 setting. The placement is full-time, five days a week for one semester. Students work with a cooperating art teacher and a supervising University art educator who teaches a reflective practice seminar one evening each week during the student teaching semester. Prospective student teachers must apply for their placement in the semester prior to student teaching. Information pertaining to application materials and deadlines is available through the Office of School and Community Partnerships. Prospective student teachers in art education should meet with the Chair of the Art Department to discuss portfolio requirements for the student teaching application.

EDU 532 P a r t i c i p a t i n g i n E a r l y C h i l d h o o d a n d E l e m e n t a r y E d u c a t i o n 3 credits

For students who are currently employed as full-time teachers in Early Childhood and Elementary Education classes.

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

SCHOLARS TEACHER EDUCATION PROGRAM (STEP)

EDO 510 V i s u a l A r t P a r a d i g m s i n M i d d l e S c h o o l E d u c a t i o n 3 credits

This course will orient new and prospective educators to the philosophy, pedagogy, and organization of middle school teaching. Upon completion of the course, students will have a greater understanding of the nature and needs of the young adolescent learner in order to maximize the educational experience. Topics include content and performance standards for middle-level schools; teaching mixed ability groups; managing student behavior and communicating with parents; instructional strategies for young adolescents; interdisciplinary instruction and programming; teacher teams; and improving student achievement.

EDO 511 A 518 I n t e g r a t i n g A r t a n d A e s t h e t i c s i n A d o l e s c e n t E d u c a t i o n 3 credits

Prerequisites: EST 122 or PSY 116, EST 302, 304, 305, 520, 593.

These courses (511-English; 513-Mathematics; 517-Science; 518-Social Studies) introduce secondary education and special subject students to issues in curriculum and methods in the content area. These courses look specifically at the curriculum in each subject area and particular forms of pedagogical knowledge and methods appropriate to teaching in each subject. Where appropriate, integrative and interdisciplinary approaches across content areas are explored. Students are required to complete 30 hours of fieldwork in secondary schools.

EDU 530/531 Student Teaching in Childhood/Adolescent Education 6 credits

Student teaching application required. See prerequisites listed under Clinical Practice.

A 15-week student teaching experience, assessed via both a collaborative research project and a portfolio. This in-school experience allows future practitioners to apply and reflect upon the theoretical foundations of their profession. This experience constitutes the culmination of STEP, inviting students to integrate their academic and professional study with direct practice in schools and classrooms. Continuing the collaborative research process initiated in Educational Research and Field-Based Inquiry, the seminar is taught by a collaborative team of Adelphi faculty members. Students refine their research questions and field designs in consultation with their cooperating teachers. The students then work in their assigned schools, gathering data on their projects, teaching, and fully participating in the life of the school. Students have on-site and off-site opportunities to consult with school and university supervisors on the methodology and findings of their research projects, as well as on daily teaching experiences. During these activities, students are able to link theory, data, and practice in a way that provides insights into the teaching-learning process and the teacher-student relationship.

EDU 532 Practicum in Early Childhood and Elementary Education 3 credits

For students who are currently employed as full-time teachers in Early Childhood and Elementary Education classes.

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

EDU 535 Practicum in Secondary and Special Education 3 credits

For students who are currently employed as full-time teachers in Secondary Education and Special Fields.

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

ELY 521 Literature of the Young Adult 3 credits

This course is a critical study of literature and its integration in the middle and secondary school curriculum. Selected authors' and illustrators' works are read and criticized in light of psychological, sociological, historical, literary, and curricular factors. Students will explore ways to encourage young people in middle and secondary schools to read critically and appreciate a variety of literary works. The course examines important research in the field, and students will learn how to incorporate literature into content area curriculum via books, tapes, and films. Special attention is given to ways of facilitating recreational reading for students as well as incorporating literature into content area instruction. Required for all students in secondary education.

ELY 545 Children's Literature 3 credits

This course is a survey of children's literature. Students will be introduced to and read in a variety of genres; study authors; and examine the work of illustrators with an emphasis on selection criteria and implementation of interdisciplinary teaching and learning in the elementary classroom. An in-depth consideration of trends and issues in children's literature will be explored, including topics related to censorship, gender roles, violence, and political, cultural, and social themes. The expansion and development of children's language skills through engagement with quality literature will be emphasized.

ELY 603 Reading in the Middle and Secondary Schools 3 credits

This course is designed to introduce students to literacy teaching and learning in the middle and secondary schools. It examines issues of literacy in different subject areas and varied demands on readers and writers as the range of reading ability increases with older students. It will emphasize application of literacy development to special middle and secondary populations as to the literacy strategies utilized by all secondary students as part of subject area learning. The connection between reading and writing, the application of technology, and the use of various library and media resources will also be studied.

EST 102 Online Seminar 1 credit

Meets twice a month.

This 1-credit course brings the STEP cohort together in a structured but informal context. Students have the opportunity not only to discuss academic issues but to develop a better understanding of the philosophy, intentions, and academic structures of STEP. By exploring their own educational experiences and conceptions, students grow in their understanding of the informative and transformative aspects of learning. The course also fosters a sense of community and identity that will carry the cohort through its master's degree studies. This course is team-taught in seminar fashion. Guest speakers include both practitioners and theoreticians representing multiple perspectives on the nature of learning, teaching, and education.

EST 221 Psychology of Learning 3 credits

Review of research and theory in cognitive development from birth through age 14 as it relates to issues of curriculum, teaching, and learning. Students are introduced to the psychological, sociological, and cultural factors affecting child and early adolescent development and their relationship to school and learning processes. Appropriate field experiences constitute part of this course, including child study, and participant observation in the Adelphi Child Activities Center.

EST 222 Psychology of Learning II 3 credits
[Grade 7A12]

Review of research and theory in cognitive development from early adolescence through age 18 as it relates to issues of curriculum, teaching, and learning. Students are introduced to the psychological, and cultural factors affecting adolescent development and their relationship to school and learning processes. Appropriate field experiences, including adolescent study and participant observation in middle or high schools, constitute part of this course.

EST 302 Learning, Cognition, and Teaching 3 credits

An introduction to learning theory and theories of cognitive development and how teachers should develop instructional and curricular strategies in light of them. Through an examination of recent advances in cognitive science and the psychology of learning, the course addresses important issues related to teaching and learning in both regular and special education. Appropriate field experiences are required, in which students conduct ethnographic research exploring different aspects of teaching and learning in schools. [Replaces EDU 231]

EST 304 Community, Schools, and Society 3 credits

This course examines the relationship between schools and society. Through an exploration of the social foundations of education, including the history, philosophy, politics, and sociology of education, students are introduced to the ways in which schools are related to larger societal institutions, including political-economy, family, media, religion, and the business community. Among the topics explored are: differences among urban, suburban and rural schools; the structure of the U.S. educational system; international and comparative approaches; issues relating to curriculum and pedagogy, including different types of curriculum, the effects of curriculum practices, and different types of pedagogic practices; issues relating to educational inequality, including understanding race, social class, ethnic and gender differences in educational achievement; and educational policy and reform, especially those designed to improve educational opportunity for low-income students. Students are required to register for 1-credit corequisite EST 304-11 (School Based Inquiry) which includes coordinated field experience.

[Replaces EDU 201 and 202]

EST 305 The Child with Special Need 3 credits

This course is designed to introduce prospective teachers to students with special needs. Topics include resources available for teachers, family involvement, referral and identification processes, Individual Education Plans, and a historical perspective on special education. The technology component will include computer-assisted IEP resources and adaptive communication. Appropriate field experiences constitute part of this course, including child study and participant observation in a resource room, inclusion class, or special education school.

{Replaces EDU 340 and EDU 573}

EST 401 Teaching and Learning Literacy I 3 credits
[Grade NA3]

This course addresses development of theoretical models and foundations for literacy instruction to the young and emergent reader from cognitive, developmental, and socio-cultural perspectives. Topics include historical perspective on literacy; theory and practice of language acquisition, motivation; second language learning; and multicultural aspects of literacy. Instructional approaches including comprehension theory and practice; word building and vocabulary development; and fluency will be addressed. Students are required to register for 1-credit corequisite: EST 401-11 (School Based Inquiry: Literacy and Social Studies), which includes coordinated field experiences. [Replaces EDU 343]

EST 402 Teaching and Learning Social Studies 3 credits

An introduction to curriculum and instruction in the social studies. Through an integrated curriculum approach, students are introduced to the major issues in social studies. The technology component will include graphic and visual organization tools for creating concept maps, webs, timelines, etc. Students are expected to develop integrated curriculum units that thematically tie together issues in history, sociology, politics, and anthropology with both literary and artistic resources.

[Replaces EDU 341]

EST 403 Teaching and Learning Mathematics 3 credits

The development of mathematical thought happens through a complex relationship of the teacher's pedagogical skills, the child's cognitive and general development, and appropriate mathematical content. This course addresses these three components for the child in grades 1-6. The technology component will include data collection protocols (complicated and un-

EST 403 Tw8(mathe(Elel, and)) Based Inquiry: LiteratiSocialcs.[ReplEST 403
3 credits

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EST 405 Teaching and Learning Literacy 2**[Grade 4-6]***3 credits*

This course will help expand on theoretical models and selected topics from Literacy I and emphasize literacy learning and teaching in the upper elementary grades. Additional topics in literacy instruction for students in grades 3-6 will include balanced reading programs, reading and writing workshop approaches, adapting to special needs, evaluating literacy resources, literacy across the curriculum, literature-based approaches, the connection between reading and writing, and personal enrichment and social development through literacy. In addition, students will be introduced to theories of critical literacy that explore cultural and social class issues in literacy education. Students are required to register for 1-credit corequisite: EST 405-II (School Based Inquiry: Literacy and Special Needs), which includes coordinated field experiences in grades 4-6 classrooms.

EST 533 Computer-Based Technology**[Education]***3 credits*

Topics in this production-based course will include 1) use, design, and construction of electronic databases; 2) basic

tion setting. The placement is full time, five days a week.

HED 571 Health Education for Elementary School Educators *3 credits*
 Study of the cognitive issues and educational methods in health education appropriate for the elementary classroom teacher. Course work in drug education and child abuse will satisfy NYS Certification mandates for elementary teachers. New York State Standards will be included.

PHYSICAL EDUCATION

EDU 340 Curriculum and Teaching *3 credits*
 An introduction to general approaches to curriculum theory and design and to instructional methods. Through an examination of the nature of curriculum across disciplines, interdisciplinary approaches to curriculum design, the construction of lesson plans and unit plans, and various methodological strategies, students are introduced to the most significant aspects of classroom organization and practice. Strategies addressed include the art of questioning and the integration of critical thinking into teaching. Emphasis is placed on different models of curriculum design, planning, and teaching. Special attention is given to a multicultural curriculum, as well as methods of assessment, including alternative assessment. Twenty hours of field placement in an elementary or secondary school are required. Physical education majors only.

EDU 516 Curriculum and Methodology in Physical Education *3 credits*
 The course encourages a reflective approach to teaching and curriculum design in physical education. Special attention is given to the identification and adoption of appropriate teaching behaviors related to effective teaching research as applied to the New York State Standards. Critical to the process of developing effective teaching behaviors is time

PED 376 Social Structure, the Body and Sociocultural Change 3 credits

This course uses the issues of the body and sport in society to explore social stratification (e.g., social class, gender, and race). We discuss how bodies are not only biological entities, but also socially defined by different groups in their quest for social power. These insights lead to an examination of social change from different theoretical perspectives (e.g., pluralism, critical theory, and Bourdieu's cultural theory).

PED 380 Physical Education in the Elementary School 3 credits

An overview of elementary physical education, grades 1–6. Specific techniques, methods and materials, in addition to field experiences in public schools.

PED 461 Kinesiology 3 credits
Prerequisites: BIO 203 and 204.

An analysis of the skeletal, muscular, and nervous systems provides the basis for understanding human movements and, in particular, movement in various sports skills and dance forms. Mechanical principles underlying movement and their relationship to the performance of skills.

PED 463 Physiology of Exercise 3 credits
Prerequisites: BIO 203 and 204.

The effects of exercise upon the functioning of the various systems of the body and the relationship of exercise to health and fitness.

- PES 135 Pe ~~s~~ al Defe e
- PES 138 Tai Chi Ch a
- PES 150 G~~o~~lf
- PES 152 B~~o~~ li g
- PES 154 Fe ci g
- PES 200 Pe ~~s~~ ali ed Fi e
- PES 206 Saili g
- PES 210 I . e media e Te i
- PES 225 Weigh T ai i g
- PES 227 I . e media e Weigh T ai i g
- PES 228 Ae ~~s~~ bic
- PES 235 I . e media e Pe ~~s~~ al Defe e
- PES 254 I . e media e Fe ci g
- PES 304 Sc ba

SPE 352 Clinical Audiology 3 credits*Prerequisite or corequisite: SPE 138.*

Fundamentals of hearing problems and the measurement of hearing. The student has an opportunity to observe and administer standard clinical audiological tests. Different diagnostic tests of various disorders of hearing are demonstrated. Minimum of 10 clock hours of clinical practice in audiometric screening.

SPE 353 Rehabilitation of Hearing 3 credits*Prerequisites: SPE 138 and 352.*

Theoretical, historical, and clinical approaches to hearing aid evaluations, auditory training, and speech reading for children and adults. Minimum of 15 clock hours in speech and hearing screenings at schools and on the department mobile unit.

SPE 355 Observation of Speech and Hearing Rehabilitation and Diagnostic Evaluation 3 credits*Prerequisite: SPE 144. Corequisite: SPE 350.*

Twenty-five clock hours of diagnostic and therapy observations. Weekly seminar participation to discuss theoretical and clinical implications of observations; training in report writing; special emphasis on therapy plan writing.

SPE 356 Clinical Practice in Speech and Hearing: A 2 credits*Prerequisites: All freshman and sophomore courses and SPE 350, and 355.**Grade of B or above required to pass course.**Corequisite: SPE 351.*

Supervised clinical practice in Adelphi's Hy Weinberg Center for Communication Disorders. Weekly discussions and demonstrations of client problems and therapeutic issues.

SPE 357 Clinical Practice in Speech and Hearing: B 1 credit*Prerequisite: SPE 356.**Grade of B or above required to pass course.*

Supervised clinical practice in Adelphi's Hy Weinberg Center for Communication Disorders. Weekly discussions and demonstrations of client problems and therapeutic issues.

SPE 400 Career in Speech-Language Pathology and Audiology 3 credits*Open to seniors only.*

This senior seminar focuses on current issues in the discipline. Topics include team collaboration, inclusion, working with families, and technology. Field-based learning in a variety of settings is arranged.

SPE 410 Language-based Learning Disabilities in Children 3 credits*Open to seniors only.*

The study of language problems in children with particular emphasis on those language deficits related to learning disabilities. Discussion of the nature of these problems, current trends in identification and diagnosis, and strategies for remediation.

SPE 490 Independent Study 2-3 credits*By advisement.***SPE 521 Beginning Sign Language** 3 credits*Open to seniors only.*

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

SPE 522 Intermediate Sign Language 3 credits*Prerequisite: SPE 521, or permission of instructor.*

Advanced practice and use of manual sign beyond the introductory level.

SPE 561 Organization of a Speech and Hearing Program in the School 3 credits*Prerequisites: SPE 350 and 351.*

Methods in the organization of speech and hearing programs in the elementary and secondary schools. Administration, diagnostics, screening, therapeutic procedures, legal implications, and logistical assessments are discussed.

SCHOOL OF
NURSING

School of Nursing

Alumnae Hall 220

Kathleen Bond, *Dean and Special Advisor to the President for Health Care*
E-mail: bond@adelphi.edu

Jean Winter, *Associate Dean*

Annette Hauck, *Coordinator of Clinical and Community Affairs*

Directors

Judith Ackerhalt, *Director of Nurse Administration Programs*

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

Marilyn Klainberg, *Director of RN Programs*

Professors

Elaine Pasquali

Catherine Windwer

Caryle G. Wolahan

Associate Professors

Judith Ackerhalt

Anice Campagna

Althea Davis

Marybeth Ryan

Arlene Trolman

Assistant Professors

Stefni Bogard

Sue Greenfield

Teresa Mascitti

Margaret Silver

Jean Winter

Philosophical Philosophy

The mission of the Adelphi University School of Nursing is to educate nurses who will be influential in the transformation of health care in the 21st century. As a constituent of the University, the School of Nursing is committed to the study of liberal arts, sciences, and nursing.

The scope of professional nursing requires specialized knowledge and skills, based on theo-

ry, research, and practice. Nurses are accountable to clients, society, and the profession for the quality of care provided. The curriculum is planned to allow students to build progressively on knowledge previously gained and to develop skills at advancing levels of practice. Baccalaureate education in nursing is the foundation for professional practice.

Educational Statement

The goal of nursing is to address human needs for the promotion, restoration, and maintenance of health, as well as provision of dignity at the end of life. Human beings—individually and as members of families, groups, and communities—are the focus of the profession. In keeping with these principles, the School of Nursing teaches the fundamental value of all people and their potential for being and becoming throughout their lives. Nursing students at Adelphi learn to be accountable to clients, society, and the profession for the quality of care they provide. They also learn that health-related behavior is an individual choice and that health is individually and culturally defined. Respect for self-determination and awareness of cultural diversity are integral to the curriculum.

Program of Study

The baccalaureate program in nursing provides the background for entry as a generalist into the profession and for graduate education. Master's education (which is also offered by the School of Nursing) is essential for roles in advanced nursing practice, education, and management, and provides the foundation for doctoral education.

The School of Nursing's baccalaureate program offers two curricula. One, the basic curriculum, leads to a Bachelor of Science from the University and eligibility to take the New York State licensing examination to become a

Registered Professional Nurse. The other curriculum is for registered nurses from associate degree or diploma programs who wish to continue their education toward the goal of earning the Bachelor of Science degree.

The curricula of the School of Nursing are registered by the New York State Education Department, Division of Professional Education, are accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, New York, 10006, (212) 363-5555); The baccalaureate nursing program is also accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC. 20036-1120, (202) 887-6791. The School holds membership in the Council of Baccalaureate and Higher Degree Programs in the National League for Nursing, the American Association of Colleges of Nursing, and the Commission on Collegiate Nursing Education.

The U de g a d a e Ba ic C ic l m

The basic nursing curriculum consists of a planned progression of courses that build upon previous knowledge and develop skills at increasing levels of competence. The lower division nursing and science courses are prerequisite to the junior-level nursing courses. Throughout the curriculum, concepts relating to the promotion of health, care during illness, and long term care are developed. Also emphasized are the nurse's roles in research, advocacy, teaching, change, and management.

The four-year sequence of nursing and science courses (the generic undergraduate nursing curriculum) is as follows:

Fi . Yea

Fall (14 credits)

General Education Requirements

BIO 203 The Human Body: Scientific Perspectives on Structure and

Function I (*Math and Science Distribution*)

Spring (14 credits)

General Education Requirements

BIO 204 The Human Body: Scientific Perspectives on Structure and Function II (*Math and Science Distribution*)

BIO 208 Microbiology

MTH 113 Survey of Statistics (2nd Competency)

Sec d Yea

Fall (16 credits)

General Education Requirements

NUR 255 Wellness Through the Lifespan

NUR 275 Communication in Nursing

CHE 107 Essentials of Chemistry

Spring (17 credits)

General Education Requirements

NUR 265 Nutrition in Nursing: A Holistic Approach

NUR 285 Human Assessment: A Holistic Approach

NUR 295 Introduction to Holistic Clinical Practice

CHE 108 Essentials of Chemistry

Thi d Yea

Fall (16 credits)

General Education Requirements

NUR 300 Pharmacology

NUR 365 Alterations in Holistic Integrity of the Childbearing Family

NUR 375 Alterations in Physiological Integrity I: A Holistic Approach

Spring (17 credits)

General Education Requirements

NUR 385 Alterations in Holistic Integrity of Children

NUR 455 Alterations in Physiological Integrity II: A Holistic Approach

Elective

First Year*Fall* (15 credits)

General Education Requirements

NUR 465 Alterations in Holistic
Integrity Managed in the
Community

NUR 485 Alterations in Mental Health:
A Holistic Approach

BFD 366 Organizational Behavior

Spring (15 credits)

NUR 498 Professionalism in the
Provision of Holistic Care

Electives

Undergraduate Registered Nurse Curriculum

Registered nurses enter Adelphi with a foundation of professional knowledge and skill. This program of study aims to deepen their expertise with study in the liberal arts and sciences and to extend it to encompass health promotion, long-term care, research, advocacy, teaching, change, and management.

Lower Division Curriculum

Registered nursing students admitted to the program take University General Education requirements, science, and nursing theory courses but may not enroll in the clinical nursing courses without completing the lower division requirements, which include the following:

Nursing Core (28 credits)

A.S. or A.A.S. nursing courses or
Regents College Examinations

Required Core (25 credits)

BIO 203, 204 The Human Body: Scientific
Perspectives on Structure and
Function I, II

BIO 208 Microbiology

CHE 107, 108 Essentials of Chemistry

MTH 113 Survey of Statistics

BFD 366 Organizational Behavior

Upper Division Nursing Curriculum**Third Year** (14 credits)

NUR 301 Theory in Nursing

NUR 312 Health Assessment
Throughout the Lifespan
(Laboratory)

NUR 314 Family/Group/Community
Assessment

NUR 315 Therapeutic Communication

Fourth Year (16 credits)

NUR 400 Research in Nursing

NUR 413 Promoting Wellness

NUR 421 Teaching in Nursing Practice

NUR 441 Professional Development:
Health Issues and Politics

NUR 453 Chronic Care

Admission to Basic Science.**Admission to Basic Science.**

Qualified graduates of high schools (or individuals with equivalent preparation) may enroll in this four-year basic professional nursing curriculum leading to a Bachelor of Science degree. Applicants must meet the general requirements for admission to the University.

September entrance) or November 1 (for January entrance). The transfer applicant must submit complete transcripts of secondary school and college records to the University Admissions Office.

Interview

An admission interview may be requested of all transfer applicants. Applicants will be contacted by the School of Nursing to make arrangements. The final decision on a transfer student's application is based on the applicant's previous academic achievement, motivation, and personal characteristics necessary for success in nursing.

Admission of Students Holding Degree in Other Major

Individuals holding a baccalaureate or master's degree in a major other than nursing are eligible to apply for the Bachelor of Science degree in nursing. University policies governing the admission of transfer students apply to them. If accepted, applicants will be given 90 credits for their previous degree. Applicants, however, must also fulfill the requirements of the nursing major. In most instances this means that students will be held responsible for the professional courses and those science, math, and business courses that they lack from their previous degree.

Step Ahead Program

The School of Nursing offers a One-Day R.N. to B.S. to M.S. program for registered nurses. The course offerings are designed to accommodate the schedules of working nurses and allow students to enroll full-time but attend classes only one day per week. The School of Nursing offers a One-Day R.N. to B.S. to M.S. program for registered nurses. The course offerings are designed to accommodate the schedules of working nurses and allow students to enroll full-time but attend classes only one day per week. Not only are courses offered on one day, they are offered at three different sites. Students may choose to earn their Adelphi University degree by attending classes at one site or three different sites. The

Step Ahead program also provides an easy transition into the graduate nursing program. Students may take four undergraduate courses at the graduate level, earning both undergraduate and graduate credits at the same time. At the completion of the Step Ahead program, students must apply for graduation. Students may then apply to the M.S. program. The Step Ahead Program also provides an easy transition into the graduate program. Students may take four of their undergraduate courses at the graduate level, earning both undergraduate and graduate credits at the same time. At the completion of the Step Ahead program, students must apply for graduation. Students may then apply to the M.S. program.

Admission Registered Nurse Students

Admission Policies Registered Nurse

Licensure as a registered nurse in the State of New York or eligibility for licensure endorsement is required.

Applicants must meet general University requirements for admission. Transfer students are required to take the following

Adelphi are exempt from all General Education requirements.

Health Regulations for Nursing Majors

All students are required to meet the health regulations for students established by the School of Nursing. Annual physical examinations, including tuberculin testing, appropriate laboratory tests, and designated immunizations, are required of all nursing students. Cost of medical and health care is the responsibility of the student. Health forms are provided by the School of Nursing and must be submitted to the University Health Services before each fall semester. Failure to submit a health form will result in suspension from clinical laboratory experiences.

The requirements for health clearance are as follows:

Annual Physical

ed Pass/Fail. The failure to attain a P in the clinical component will result in a grade of F for the entire course.

If an unsatisfactory grade is received in a course that includes both a nursing theory and a nursing clinical laboratory component, both the theory and the clinical portions of the course must be repeated.

All nursing courses that include a clinical component require a drug calculation examination, the minimum passing score for which is 80%. Any student who fails to attain a score of 80% on the initial drug calculation examination in any clinical course will be offered the opportunity to take retests. Failure to achieve a passing grade by the date designated on the course syllabus will result in a grade of F for the course.

Students who receive a grade of C or lower in one nursing course will be placed on School of Nursing probation and given the opportunity to repeat the course in which the unacceptable grade was obtained. A course may be repeated only once. A concurrent or subsequent failure to earn a grade of C+ or higher in a nursing course will result in the student being dropped from the nursing major.

All science and nursing foundation courses are prerequisites to the clinical courses. All nursing courses must be taken in sequence. Any student earning an unacceptable grade in a nursing course must repeat and earn a satisfactory grade in that course before continuing in the nursing sequence.

Any student whose performance is deemed unsafe or who proves to be irresponsible, untrustworthy, unethical, or unprofessional will be dismissed from the nursing program.

Grades obtained in all *non-nursing* required courses will be reviewed at the end of each semester. The acceptable grade in all science courses is C+. A grade of less than C- in all other *non-nursing* courses is unacceptable. Students who earn an unsatisfactory grade in any *non-nursing* course will be placed on

School of Nursing probation and given the opportunity to repeat the course until a satisfactory grade is achieved. Failure to obtain an acceptable grade in any *non-nursing* course may mean that the student cannot continue in the nursing sequence. No required course may be taken Pass/Fail.

H **Σ** **i** **N** **i** **g**

Sigma Theta Tau International, Inc.
(International Honor Society in Nursing)

Juniors, seniors, and graduate students who have achieved a 3.0 G.P.A. on the undergraduate level may be considered for membership. The purposes of this organization are to recognize superior scholarship and leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment on the part of individuals to the ideals and purposes of the profession of nursing.

S **h** **o** **o** **f** **N** **i** **g** **H** **Σ** **Σ**

Students graduating with the highest average in the major field may be nominated for School of Nursing honors. To be eligible for school honors the student must have completed 33 credits in nursing at Adelphi and have achieved a 3.5 in the nursing major and a 3.5 overall G.P.A.

S **h** **o** **o** **f** **N** **i** **g** **O** **g** **a** **i** **a** **i** **Σ**

The School of Nursing Acting for Progress (SNAP) is an organization composed of students and faculty of the School of Nursing, formed to bring constituents together to consider and discuss problems, issues, and concerns. The organization serves to stimulate interest and involvement in professional and social issues and provides a conducive environment for informal socialization.

I **d** **e** **e** **d** **e** **S** **d**

Students in the School of Nursing may take up to a total of 9 credits of individualized study toward the baccalaureate degree.

COURSES OF INSTRUCTION

SCHOOL OF NURSING

NUR 255 Well e Ac e . he Life a 3 credits
Generic Requirement.

This course focuses on the study of wellness holistically, across the lifespan. Emphasis is placed on changes normally brought about by growth and development and the characteristics of coping that are natural in each phase of life. Health needs common to each age or stage of development and the measures utilized to promote health and prevent disease and disability will be explored. Wellness will be approached holistically in the context of bio-psycho-social-spiritual and cultural realms. The introduction of professional values is included.

NUR 265 N . i e i N i g : 3 credits
A H e i c A e h
Generic Requirement.

Grounded in a holistic framework, this course will focus on general concepts of nutrition in relation to the well-being of the client. This course will develop a basic comprehension of nutrition relevant to the food pyramid with an emphasis on the role of nutrients in the human body and health promotion through nutrition. The impact of culture, spirituality, and biological factors, as well as psychosocial, economic, and ethical considerations will be included in relation to the nutritional well-being of the client. Relevant and current research related to nutrition is included. The notion of food as pharmacy will be explored throughout. This course will foster understanding and strategies for promoting specific diets for individuals coping with pathology from prenatal development through death. Collaboration between the health care provider and the professional nutritional counselor will be included.

NUR 275 C o m m i c a i . he N i g e . 3 credits
Generic Requirement.
Corequisites: NUR 255, 285 and 295.

This course is designed to explore communication in the nursing profession from a holistic perspective. Seen as essential knowledge for the professional nurse, the role of communication in relation to clinical nursing practice, activities of professional membership, and the nurse's participation in the health care delivery system is examined. The course focuses on a theory base for understanding human communication and on skills needed for effective communication as a professional nurse.

NUR 285 H ma A e m e . : 4 credits
A H e i c A e h
Generic Requirement.

Prerequisite: BIO 203.

Prerequisites or corequisites: BIO 204, 208, NUR 275 and 295.
 This course introduces the theoretical and laboratory components of a comprehensive, holistic nursing health assessment. Concepts and techniques necessary for gathering and analyzing data about the physical, psychosocial, cultural, and spiritual aspects of a client's state of wellness are emphasized. Comprehensive holistic nursing assessments will focus on clients from adolescence through late adulthood. The nursing process is introduced and the legal and ethical components of client interaction is introduced.

NUR 295 I . e i e . e 6 credits
H e i c C l i c a l P a c i c e
Generic Requirement.

Prerequisite: BIO 203.

Prerequisites or corequisites: BIO 204, 208 and NUR 275.

This required course for baccalaureate nursing students introduces students to holistic clinical practice with emphasis on foundational nursing concepts and basic nursing skills necessary for practicing holistic nursing care. Students will learn concepts and skills designed to prevent complications and to promote optimal well-being in the client and family. Relevant research is incorporated and the legal and ethical components of client care are considered.

NUR 300 P h a m a c e g : A H e i c A e h 3 credits

**NUR 314 Famil /G /Comm i
A e me . 4 credits**
RN Requirement.

Prepares students to deliver nursing care oriented to health promotion and maintenance needs of families, groups, and communities. Systems theory is applied to consumer groups and to identification of functional and dysfunctional health patterns. Principles of epidemiology are identified and applied to primary, secondary, and tertiary nursing intervention with families, groups, and communities. Health promotion strategies of teaching, advocacy, consumerism, and health planning are explored.

NUR 315 The a e . ic Comm icia is 3 credits
RN Requirement.

The skill of using communication therapeutically is taught by simulated experiences and by the study of theories and models of communication.

VIII

SCHOOL OF
SOcial **W**ORK

School of Social Work

Social Work Building 229

E-mail: spiro@adelphi.edu

Brooke E. Spiro, Acting Dean

*Maxine Lynn, Assistant Dean for Academic
Affairs*

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

*James B. Mullin, Director, Undergraduate Social
Welfare Program*

*Eileen Chadwick, Director, Hudson Valley
Program*

Professors

Gertrude Goldberg

Cecil St. George Henry

Assistant Professors

Julie Cooper Altman

Judy Fenster

To respond to individual needs in changing times, the social worker must have a lifelong capacity to learn, along with the critical sensitivity to analyze new situations and apply knowledge appropriately. Believing that a liberal education is the surest means to these ends, the School of Social Work requires all entering freshmen to take part in the University General Education requirements.

Program of Study

The School of Social Work offers a four-year Social Welfare Program leading to the Bachelor of Science with a Social Welfare major (B.S.S.W.). Students who do well in the program are eligible for the Advanced Standing Program which leads to the M.S.W. degree in one additional year.

Students interested in an evening model of baccalaureate education may seek to enroll in the ANSWER program (Adelphi's New Social Welfare Education Routes). Based at Adelphi's Manhattan Center in New York City and at our Garden City campus, the program leads to the B.S.S.W. and is especially appropriate for students who are already employed in social service agencies.

The School of Social Work's baccalaureate and master's degree programs are fully accredited by the Council on Social Work Education (C.S.W.E.). For graduate students, the School also offers a Doctor of Social Welfare (D.S.W.) degree.

Social Welfare Program

The Social Welfare Program, which leads to a Bachelor of Science with a social welfare major (B.S.S.W.), prepares students for generalist social work practice in the complex and varied social welfare and human services fields. Grounded in a rich and vigorous education in the liberal arts and sciences, the curriculum provides graduates with the professional knowledge, values, and skills needed to begin careers

in social work. The curriculum emphasizes a generalist orientation, enabling graduates to practice their profession in a variety of areas. It also serves as preparation for master's degree education for those graduates who wish to specialize further.

Though freshmen and sophomores may declare social welfare as their major, the Social Welfare program actually begins in the junior year, building on General Education and additional distribution requirements in the arts and sciences. Freshmen and sophomores considering the social welfare major are invited to discuss their career objectives with the director of the undergraduate program. All students considering the major are welcome to participate in the ongoing activities of the Undergraduate Social Welfare Council. In addition to special projects, speakers, and social events, a Peer Support program is conducted by students and faculty. In the spring semester of the sophomore year, with the advice of the program director, students apply to and are considered for admission to the Social Welfare program.

To enter the junior year of the Social Welfare Program, students currently enrolled at Adelphi must meet the same criteria and follow the same procedures as transfer students.

Criteria for Admission to the Social Welfare Program

- 60 approved college credits with concentration in liberal arts;
- Minimum cumulative grade-point average of 2.8;
- Demonstrated motivation and capacity to work with people, and personal values congruent with the N.A.S.W. Code of Ethics;
- Experience in the human services (highly desirable).

Degree Requirements for the**Bachelor of Science in****Social Welfare (120 credits)**

The Social Welfare Program major begins at the junior level. A formal application process for admission to the major is required and must be processed by the Undergraduate Social Work Division located in the School of Social Work. Transfer students must first apply for admission to the University. To earn the B.S.S.W., students are required to complete 120 credits. Thirty-five credits are in the University's General Education requirements; 45 in social welfare; 21 to 22 in liberal arts distribution requirements; and 18 to 19 in electives, which may be earned from liberal arts or social work courses. Students with an Associate of Arts (A.A.) or Associate of Science (A.S.) or B.S. degree from an accredited U.S. institution are exempt from General Education requirements. Other students, including those with A.A.S. degrees must meet our General Education requirements with an appropriate combination of specific transfer credits and courses taken at Adelphi. Admissions counselors can provide the details. Students can declare social welfare as their major as early as their freshman year.

Liberal Arts Distribution Requirements

(21–22 credits)

Biology (Human)	BIO 203
Economics	ECO 101 or 111
History (American)	HIS 103 or 104
History (World)	HIS 101 or 102
Political Science	POL 101
Psychology	PSY 101
Sociology	SOC 100

Note: In addition to courses listed, other courses taken at Adelphi or at other institutions may be accepted as equivalents, based upon the determination of the director of the undergraduate program.

Junior Year Social Welfare Requirements

(19 credits)

SWK 332	Introduction to Principles and Practice in Social Work I
SWK 333	Introduction to Principles and Practice in Social Work II
SWK 334	Field Instruction I
SWK 335	Field Instruction II
SWK 500	Issues in Social Welfare I: Instruction I
Si.011d(Isstilosophytor in)TjT*[(Social W)125(elf II)]TJ-7.2	

6–22 credits)

Issues

Sociology SW11500

Human Behavior Juniors (011dss f: str

S0.1335 Including Cultural Instruction I

Issues in Social Welfare I: Instruction I (S)

Field instruction provides students with the opportunity to work directly with people in a social agency under professional M.S.W. supervision. Students are assigned to different field instruction settings in their junior and senior years. Students complete a minimum of 200 hours of field instruction in the junior year and a minimum of 400 hours of field instruction in the senior year. In the junior year, students are exposed to varied social work methods, client populations, and service delivery systems. Junior-level students receive assignments that facilitate development of beginning practice skills and introduce them to the social work profession. In the senior year, the emphasis is on developing foundation practice skills for work with individuals, families, groups, and communities.

Students are expected to work normal agency hours and are responsible for adhering to agency policies and practices. Field instruction, unlike other academic courses, continues during the January intersession and students are advised to factor possible housing expenses into their financial plans. In addition, students will need to arrange for transportation to and from the field agency.

B.S.S.W.-M.S.W. Advanced

Standing Program

Before completing the second semester of the senior year, Adelphi social welfare majors who have attained high academic achievement may apply for admission to the Advanced Standing Program. They take the first year M.S.W. course of study as undergraduates. Eligibility for the program presupposes a better-than-average record in the social welfare major, including field instruction performance. Applicants must have a minimum overall grade-point average of 3.0, with grades of B or better in all Social Work practice courses. A combined assessment of the candidate's appropriateness for the Advanced Standing Program is an integral part of the admissions process. This assessment involves

advice from faculty advisors, classroom professors, and members of the School's Admissions Committee.

The ANSWER Program

Adelphi's New Social Welfare Education Routes (ANSWER) is an evening program for part-time and full-time students leading to the Bachelor of Science in Social Welfare. The program represents a model of undergraduate social work education pioneered by Adelphi's School of Social Work as a way to create opportunities for upward professional mobility for paraprofessionals in the human services field. This program's

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the School's work/study criteria are assigned to one of the School's affiliated field agencies. Students are assigned to different field instruction settings in their junior and senior years. ANSWER students complete a minimum of 300 hours of field instruction in both the junior and senior years.

Credits for Prior Learning Experience (ANSWER)

ANSWER students may be eligible to apply for up to a maximum of 10 prior learning credits which can be applied to electives. Credits so awarded cannot be used to waive any of the required social work or liberal arts courses. Students requesting such credit must prepare a series of written essays. These essays are graded by faculty according to prescribed criteria. The grade and the number of essays submitted determine the number of credits awarded.

Students must submit a full description of activities and appropriate documentation: e.g., résumé, agency job description, letters from employers, personal references, certificates of completed courses, C.E.U.s (continuing education units), and so on.

Admission Procedures

All Applicants

In addition to the University application, the Social Welfare program has its own application form that must be filled out and submitted to the director of the program. It also requires a personal statement in which the applicant explains why he/she wishes to become a social worker and describes his or her past experiences working with people. Two letters of reference must be submitted directly to the director on forms provided with the application. The letters of reference should be from individuals who can comment on the applicant's capacity for social work. Recommendations are acceptable from work supervisors or university instructors. A personal interview with the program director is

required. Upon review of the application materials by the Undergraduate Committee, a determination is made and the applicant is notified by mail.

Transfer

Transfer students must first apply to the Admissions Office of Adelphi University. The Admissions Office will determine acceptance and evaluate the applicant's academic record to decide which courses are acceptable and which General Education courses still need to be taken. Applicants must be accepted by the University before they can be accepted into the Social Welfare program.

Social work courses from community colleges or from non-accredited social work programs can be considered as electives if approved with a grade of C or better, but are not accepted as the equivalent of Adelphi's social work courses. Students who expect to transfer from other colleges or universities should concentrate on earning credits in the humanities—particularly language, literature, and the arts—and in the natural sciences. No more than 64 credits earned at a two-year college may be transferred at Adelphi. Students planning to transfer to the ANSWER program should contact the program director for specific information on liberal arts requirements.

Courses taken through social work programs accredited by the Council on Social Work Education are evaluated to determine equivalency to Adelphi's social work courses on an individual basis. Applicants may be asked to submit college bulletins, course syllabi, and other relevant materials.

Independent Study

Students may take up to 9 credits of independent study with the permission of the director of the undergraduate program. Students must con-

COURSES OF INSTRUCTION

SCHOOL OF SOCIAL WORK

SWK 243 Understanding the Culture of Ethnic and Immigrant Groups *3 credits*

This course provides a conceptual framework for the understanding of different ethnic groups, particularly as they interact with each other in American society. It emphasizes the specific experiences of the immigrant including factors involved in the migration process, adjustment to the host society, and the development of ethnic communities. The course also examines the ethnic culture of the immigrant as it is preserved in the new land, with its various cultural manifestations in language, art, music, religion, rituals, and family life.

SWK 306 Introduction to Social Service with Children *3 credits*

This is an introductory course for the beginning social worker who wishes to develop knowledge and skills in working with and on behalf of children. It introduces the scope of social work practice with children in a variety of settings, stresses practice related to the developmental needs of chil-

192 SCHOOL OF SOCIAL WORK COURSES

SWK 511 Human Behavior in the Community

UNIVERSITY
COLLEGE

University College General Studies / ABLE Program

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Philosophy Program

Rooted in the tradition of liberal learning, the ABLÉ and General Studies programs serve different needs. For students of promise who do not meet Adelphi's admission standards, General Studies offers a bridge to enrollment at Adelphi's undergraduate schools. The ABLÉ Program gives adults aged 21 years and older the opportunity to earn associate's or bachelor's degrees.

Other University College programs include the Summer Academy for College-Bound Students, which eases the academic transition from high school to college, and ELS Language Centers, which offer instruction in English as a second language.

General Studies Program

General Studies is a one-year, intensive program for freshmen whose high school records and SAT scores do not meet Adelphi's admission standards but whose potential for academic achievement has been identified by the University through interviews with faculty, administrators, and counselors. In addition to a rigorous, mandatory liberal arts curriculum, the program provides comprehensive academic support services, including individual tutoring and counseling. Those students who successfully complete the one-year General Studies program are invited to enroll for their sophomore year in one of the other undergraduate programs at Adelphi.

General Studies Curriculum

General Studies students take 13 credits each semester, including 3 credits of composition each semester. The course work, which meets all Adelphi degree requirements, is not in any way remedial. It is instead extremely challenging and rigorous, and focuses on developing each student's capacity to read, write, and think in a creative and sophisticated manner.

Teaching

Although they have the intellectual potential for college-level work, General Studies students often need to strengthen their basic academic skills: critical reading and writing; problem-solving; studying; taking tests. To aid them in developing these abilities, faculty tutors work diligently with General Studies students. On entry to the program, all General Studies students are scheduled for mandatory tutoring sessions.

Recognizing that the psychological and emotional lives of young men and women play an important role in determining academic success, General Studies requires participation in counseling sessions, conducted by full-time professional counselors who can help students make the adjustments that college life demands.

become more learned, they become better equipped for life as well as work.

The program's curriculum provides ABLE students with a strong foundation of intellectual

The distribution requirement for the Bachelor of Science will be fulfilled as follows:

- Two semesters of English composition:
AHS 101 Expository Writing
AHS 103 Writing and Rhetoric

To apply, students must:

- complete an application and an essay that demonstrates both intellectual promise and the motivation to engage in college-level work;
- enclose a nonrefundable application fee of \$35;
- provide high school and all previous college transcripts.

Once a completed application has been received by ABLE, the student will be notified as to admission status. An admitted student may be permitted to register for classes and to earn college credit pending receipt by the University of all official high school (or proof of high school equivalency) and college transcripts. It is the responsibility of all admitted students to have all transcripts sent directly to the ABLE program, Adelphi University, Garden City, New York 11530, *either prior to or within 30 days of the date of the official letter of acceptance*. Accepted students will not receive full admission status until all official transcripts have been received and evaluated. When official transcripts have been received and evaluated, written notification of the number of accepted transfer credits will be sent to accepted students by the Office of Admissions.

Admitted students who do not comply with the above will be blocked from registering for future terms. Administrative withdrawal may be reversed once the ABLE office receives the outstanding transcripts.

Students who do not have a high school diploma or equivalent will be termed "Provisionally Admitted." These students are limited to 24 graded credits at Adelphi University, upon completion of which they must apply to the New York State Department of Education for a high school equivalency diploma. Students are advised to consult with their ABLE academic advisors for further details.

Admitted students will be eligible to apply for certain forms of financial aid, including the ABLE Grant, TAP, and the PELL Grant; however, APTS (Aid for Part-Time Study) requires full

admission status and 6 credits in previous college course work.

ABLE Academic Advisement and the Plan of Study

The ABLE program's broad range of academic advisement services are provided on a one-to-one basis and include program planning, initial interviews for prior learning, financial aid information, and development of educational goals. Advisors are available for individual consultation at convenient times, including evenings, in Garden City, Huntington, and Manhattan.

All students must meet with an academic advisor prior to their initial registration to prepare a plan of study, a personalized summary of completed and outstanding academic requirements that allows students to select their sequence of courses for up to two years. *It is the student's responsibility to follow the plan and to update it regularly with his or her advisor. Failure to do so may delay or jeopardize the student's graduation from the University.*

ABLE Program Academic Regulation (ABLE Standard 01)

Academic Dismissal

Students who do not maintain satisfactory grade-point averages or who do not show satisfactory academic progress after two terms on academic probation will be dismissed from the ABLE program. When students are dismissed, all forms of financial aid will be denied. Once students are dismissed, readmission to the ABLE program is possible only with the permission of the dean.

Academic Probation

While pursuing their education, students are expected to make reasonable progress during each period of enrollment. If they do not, students will be placed on academic probation and must complete an ABLE Academic Contract, which will be signed by the student and the

dean. Academic probation may result from any of the following:

- the current or cumulative grade-point average falls below 2.0 (or 2.75 for students in the ABLE/School of Education specialization);
- the transcript shows a large number of unsatisfactory grades (grades of I, F, or W);
- the number of credits completed falls significantly below the number of credits attempted as defined below:

If you registered for a total of...	You must earn a total of...
15	11
30	22
45	33
60	48
75	60
90	75
105	90
120	105
135	120

Students have two semesters to remove them-

their area of concentration, or Capstone I and Capstone II. Those students considering a change of major must consult the appropriate school or department at Adelphi regarding their Pass/Fail policy. (Please note that many universities require traditional letter grades—A, B, C, D, F—for admission to their graduate programs.)

ABLE Dean's List.

Students are placed on the Dean's List to recognize their academic achievement during a given semester. (The list applies to fall and

ASC 241 The American Political System 4 credits

This course examines the processes that influence the scope and substance of American politics. Students will analyze the role of legislatures, courts, executives, parties, political action committees, and lobbyists; the impact of public opinion, the military, and special interests on the evolution of public policy; and the rituals of nomination, campaigning, and election.

AMC 101 Management Concepts 4 credits

This course examines the fundamental theories and ideas that influence organizing, planning, control, and decision making in the business world. These concepts will be analyzed and applied in reference to specific systems, techniques, and cases drawn from real life. The consequences of management decisions will be discussed and critiqued.

AMC 211 Principles of Accounting I 4 credits

This course examines the various aspects of accounting from balance sheets to inventories. The techniques and fundamental principles underlying financial accounting will be reviewed and analyzed. This course is particularly helpful for those managers wishing a broader understanding of financial procedures.

AMC 213 Principles of Finance 4 credits

This course examines the role of finance in business management. Major areas of study include financial markets, financial organizations of business entities, analysis of budgets, credit, equity and debt financing, the uses of corporate securities in capitalization, and asset management.

AMC 232 Marketing Concepts 4 credits

This course explores the concepts of modern marketing and the strategies and techniques through which they are applied. Students will become familiar with the relation and interaction of the components of sound marketing, including pricing, distribution channels, product planning research, and advertising.

AMC 261 Introduction to Computer Systems 4 credits

An introduction to electronic data processing and business concepts, including both the processing capabilities and the information storage facilities of computers. The fundamentals of computer problem solving and programming in BASIC will be discussed and applied. In addition, students will be prepared for more advanced courses in computer programming and computer systems.

AMC 344 Business Law I 4 credits

This course examines the legal environment of business and analysis of the laws essential in daily life, including contracts, sales, insurance, and personal property.

HCM II Financial Management of Health Care Facilities

This course will examine basic concepts of financial management and accounting as they apply to practical hospital management. Topics will include reimbursement practices, alternative revenue sources, capital vs. operating expenses, cost control, basic accounting principles, billing and collections, third party reimbursement, budgeting, and quality health care vs. cost containment.

HCM III Health Care Human Resource Management

This course deals with the utilization, management, and supervision of human resources from an operational rather than a personnel administration perspective. Some topics to be covered are the operational performance of individuals, improving and evaluating work performance, team building and team problem solving, labor relations and collective bargaining, disciplinary actions and appeal procedures, compensation and employee benefits, safety and health.

HCM IV Legal Aspects of Health Care

This course deals with principles of law and administrative regulations as they apply to health care agencies, institutions, and organizations. Topics will include the legal rights and duties both of patients and providers of health care, health care liability (risk management), privacy and confidentiality, malpractice and negligence, and issues concerning the "right to die."

HCM V Health Care Management Information Systems

This course provides a basic understanding of computer systems, decision support systems, and procedures involved in system development. The course will cover the analysis of health information needs and the development of appropriate information systems, which are key tools in providing care for patients, operating efficient health care delivery systems, and overseeing financial management of billing and collections systems.



S T U D E N T
L I F E

S de . Life a Adel hi

S de . Life

Adelphi University is committed to students' well being, growth, and success. To this end, a wide range of services, programs, and activities are available to aid in students' development. Through the many facets of undergraduate life on and off campus, Adelphi students' experience is enriched.

We believe that the curriculum and co-curriculum are parallel tracks for students' intellectual and personal development and that students learn best by being involved. Through the numerous opportunities for leadership and involvement, students are encouraged to take full advantage of the vibrant atmosphere of our

Residential Life and Housing

Adelphi is an international university with students joining us from 35 states and more than 50 nations overseas. It provides a true cosmopolitan atmosphere, in which the most and best of academic life is available.

Adelphi maintains five diverse residential communities to meet the needs of all our students. Each residence hall is supervised by a full-time professional residence hall director with a bachelor's or master's degree in an appropriate field (e.g., psychology, counseling, education). At Adelphi, residence hall directors are professionals with a strong personal commitment to their duties, who live and work in the building year-round and supervise a staff of well-trained graduate and undergraduate resident assistants. Together, they sponsor hundreds of educational and social events and activities for residents throughout the year.

The campus itself is secure, pastoral, and beautifully cultivated. Nearby are the shops and residences of historic Garden City. A commuter railroad station at the edge of campus is ready to take students into New York City for premier cultural events and social experiences.

Applicants interested in housing should indicate their interest on their application for admission. Admission to the University does not imply that a room has been reserved. Applicants expressing an interest will be mailed a housing application and information regarding residential life. Please act quickly as space is limited. Additional information is available from the Office of Residential Life and Housing, Earle Hall 100, (516) 877-3650, or at www.adelphi.edu.

The Richard S. Hall University Center

The University Center or "UC," is known as "the center of it all." Most major events taking place on campus happen here. The newest addition to the UC is the Cyber Cafe, which has iMac computers allowing students easy access to the

Internet while dining on gourmet sandwiches, coffee, and ice cream. Also housed within the U.C. are the University bookstore, the campus cafeteria, the art gallery, an ATM machine, several student organization offices, meeting space, and an interfaith chapel.

On the main floor you will find the Information Desk, which provides a lost and found service, postage, directions, and locker rental for commuter students. Any questions you may have can be answered here.

Across campus, Post Hall contains a dining facility featuring Sbarro's and our newly renovated convenience store and Panther Grill.

Student Activities

Recognizing the importance of a full undergraduate experience for its resident and commuter students alike, Adelphi sponsors a broad range of co-curricular activities. Through the Office of Student Activities and Orientation, Adelphi sponsors a number of trips to New York City theaters, museums, and street festivals, and coordinates a variety of on-campus social events. Adelphi's Department of Performing Arts also adds to campus life with dance, theater, and music productions in the Olmsted Theatre. The Office of Cultural Life and the Student Activities Board bring many world-renowned and fascinating speakers to our campus. (For more information on speakers, see the "Cultural and Campus Life" section in this *Bulletin*.)

Adelphi University is home to more than 70 student clubs and organizations that serve to enhance and motivate curricular learning. Students gain substantial leadership experience, personal growth, and build a strong connection to the campus community through their involvement in these organizations.

Students represent their peers through the Student Government Association (the voice of all undergraduates) and the Resident Student Association (the voice of the resident student population). Many contribute to the portfolio of independent periodicals, including the student

newspapers, *Delphian* and *Afrika Unbound*, and the student art magazine, *Magnum Opus*. Others meet in religious groups such as the Catholic Campus Community, Hillel and Christian Fellowship or community service/social action clubs like Circle K International, N.A.A.C.P., and the Adelphi Environmental Action Coalition. Cultural awareness groups include the Hellenic Society, International Students Society, and Latin Students United. Students may also enhance knowledge in their field of study through participation in academic societies and organizations. Such organizations include interAct, Health, Physical Education and Exercise Science Club, Undergraduate Social Work Council, and the Computer and Math Club.

The 14 honor societies on campus recognize academic achievement, while the 10 Greek-letter fraternities and sororities promote community service and enhance the social life of many students. The Office of Student Activities and Orientation is located in University Center 110, (516) 877-3603.

O i e . a i e

All new students, freshmen and transfers alike, participate in a mandatory Orientation program at the beginning of their first semester. Freshmen matriculating in the fall semester participate in a four-day overnight program; transfers and all new students entering in the spring participate in a special one-day program. The Orientation program provides a comprehensive introduction to curricular as well as co-curricular life, campus facilities, and resources. The program is designed to integrate all facets of student learning and campus life, so that students join the University community as confident, assertive, and civic-minded individuals. Orientation is a mandatory program for which a fee is required. The Office of Student Activities and Orientation is located in the University Center 110, (516) 877-3603.

I . e c o l l e g i a e A t h l e t i c a d I . a m ' a l A g i i e

Intercollegiate athletics have been an integral part of the Adelphi University educational experience since 1896. Today, Panther teams compete in 16 sports: men's soccer, golf, cross-country, basketball, baseball, tennis, and lacrosse; women's cross-country, soccer, volleyball, basketball, softball, lacrosse, and tennis; and co-ed swimming and track. The teams compete at the NCAA Division II level with the exception of men's soccer which competes in Division I. At one time or another all teams, and many individuals have been recognized for excellence both regionally and nationally. Baseball has reached the NCAA College World Series four times in the last six years; women's soccer has qualified for the NCAA Tournament six times in the last ten years and has competed in the Final Four nationally; the lacrosse team has won seven national titles ('79, '81, '93, '95, '98, '99 and '01) and was second in 1996 and 1997; and the men's basketball team won the NCAA Northeast Regional Championship in 2001.

As a member of the New York Collegiate Athletic Conference, the athletic program won the coveted Commissioner's Cup in 1997, 1999, and 2001. This "Cup" is the culmination of the conference's year-long competition for conference championships.

There is also a vigorous intramural program that attracts hundreds of students each season. Opportunities for self-scheduled recreational activities include swimming, running, tennis, aerobics, and use of the "Fitness Center." Intramural activities such as floor hockey, indoor soccer, softball, running competition, flag football, basketball, and volleyball are the basis for a large and ever changing program.

Commuter Student Affairs

The Office of Commuter Student Affairs provides services and programs for students who commute to the University. The office helps each commuter explore and take full advantage of the many University-sponsored cocurricular and extracurricular program offerings. Key services provided include a message center, ride board, public transportation schedules, maps, emergency road service referral, and off-campus housing referrals. The office is located in University Center 109, (516) 877-6667.

Multicultural Affairs

The Office of Multicultural Affairs, in cooperation with other offices and programs, strives to create an environment that encourages students from diverse racial and ethnic backgrounds to participate actively in campus life by assisting the University in developing special recruitment, retention and educational strategies. This office also sponsors workshops that allow students to discuss their differences in a safe and comfortable setting.

The Office of Multicultural Affairs provides leadership training and administrative support to all multicultural organizations. The office also provides specialized mentoring services and supplementary advice to students of color during their studies at the University. Its open-door policy provides confidential and ready access for students who are experiencing difficulties for whatever reason or need assistance adjusting to college.

The Multicultural Advisory Committee is comprised of administrators, faculty, and staff members who develop innovative ways to allow all students to learn and respect diversity. The committee also assists in solving problems that are initiated by an individual or group.

The office is located in the University Center 109, (516) 877-3661.

International Student Services

Adelphi University has a strong commitment to international education and welcomes students from all over the world. The Office of International Student Services, which is located in the University Center, assists international students in meeting legal requirements for entry into the United States and in maintaining legal status while pursuing full-time study at the University. The office provides advice regarding the requirements of the Immigration and Naturalization Service, Internal Revenue Service, Department of State, Social Security Administration, and a wide variety of concerns such as culture, customs, and educational systems.

In addition, the Office of International Student Services and the International Student Society can help all international students meet the academic, social, and personal challenges before them: registering for classes, making new friends, finding a suitable place to live, learning the procedures and policies of the University, and developing an understanding of American culture through workshops, special events, and individual counseling.

The Office is located in Room 109 of the University Center, (516) 877-4990 or (516) 877-3661.

Interfaith Center

Religious life and practice is a matter of choice at Adelphi. As a private, nonsectarian university, Adelphi does not promulgate any particular religious belief. The Interfaith Center provides a campus ministry to suit individual needs through spiritual guidance, counseling, educational programs, social events, and opportunities for worship. Participation is voluntary and all are welcome. Students are served by representatives of the Catholic, Protestant, and Jewish faiths.

The Interfaith Center fosters an ecumenical and interfaith presence on campus and intro-

duces interested members of the University community to houses of worship in the area. On the third floor of the University Center they

ACADEMIC
SUPPORT

Academic Services at Adelphi

Office of Academic Services and Retention

The Office of Academic Services and Retention is dedicated to helping each Adelphi student realize his or her full potential. The office works with faculty advisors. Each student receives not only the best possible program advisement but advisement that considers the individual needs of each student in his or her academics, personal life, and career goals.

The Office of Academic Services and Retention also oversees transactions such as leaves, withdrawals, and petitions to waive rules and recommendations. The final academic appeal of any student is to the Office of Academic Services and Retention.

The Office of Academic Services and Retention sponsors and coordinates independent undergraduate research projects with faculty that are nominated for presentation at the National Conference for Undergraduate Research. Adelphi sends many undergraduate researchers to the conference each year.

Students who have questions or special needs may stop by the Office of Academic Services

awareness and document delivery services. Online resources are accessible throughout the campuses and from home and office PCs of faculty and students. Members of the Library Faculty are available to provide instruction in the use of the Libraries and their resources, either on a class or individualized basis.

Swirbul Library houses General Reference Services, Circulation/Reserve Reading, Periodicals, Microforms, Interlibrary and Document Delivery Services, Nonprint Media Services, a Multimedia Classroom, Special Collections, University Archives, the Curriculum Materials Center, and the University's main Information Commons, containing 63 computer workstations, ports for laptops, two computer classrooms, and a Customer Services Desk to assist users. Among the Libraries notable special collections are: William Cobbett; William Hone; Americana; the Hugo and Florentina Leipniker Memorial Collection of William Blake; Cuala Press; expatriate literature of the 1920s and 1930s; materials on the origin and development of the English novel; Spanish Civil War Papers; the Siegfried Muller Memorial Collection of

a.m. - 8:00 p.m. ;and Sunday from 12 Noon - 12 Midnight. In total, there are 519 Pentium PC, PowerPC Macintosh and Unix workstations located in general and special-purpose labs throughout the campus including physics, biology, education, nursing, mathematics, chemistry, and psychology labs; and a state-of-the-art graphics design lab. In addition, 10 laptops are available to students and faculty for use only within the Swirlbul library. Laptops can be reserved from the Customer Support & Training desk on the second floor of the library. Data jacks have been provided along the perimeter of the entire Information Commons area.

Internet connectivity is available to any student who resides in residence halls located on the Garden City campus. The Office of Information Technology and Resources provides staff to assist residential students configure their PCs. Furthermore, eleven smart classrooms are available throughout the campus. The rooms are fitted with a projector, PC, VHS/recording equipment, cable TV, document camera, Internet connectivity, and external data/power ports.

Various software titles are available within the labs for PCs including: Microsoft Windows NT 4.0 as the operating system, Corel WordPerfect Suite 8, Microsoft Office Pro '97 (Word, Excel, PowerPoint), Microsoft Access '97, Outlook, Visual basic, Dr. Scheme, Visual C++, Acrobat 4.5b, FTP explorer, Turbo Pascal for Windows, Minitab release 12, Turbo Pascal for DOS 7.0, Interactive Algebra Tutor, Code Warrior Programming System, Netscape 4.61 Communicator, QVT net 4.05, Norton AntiVirus v. 5.0, Internet Explorer 5.5, Outlook Express, Yahoo Messenger, Real Player 8, Tera Term Pro 2.3, Quicktime, MS Chat 2.5, Media Player 6.4, SPSS 10, Omnipage 10, Adobe Photoshop,

ports. Corel, PC,i373of

A DMISSIONS

Admission to the Learning Disability Program

Applicants for admission to the program and the University must submit the following to the Office of Admissions:

1. Completed admission application, together with a nonrefundable fee of \$35. (Check

Admission of Veterans

Adelphi welcomes the opportunity to assist qualified veterans in their academic plans and preparation for the future. The University considers, on an individual basis, the needs, interests, and purposes of veterans who desire higher education.

Admission of International Students

Adelphi encourages applications from students of diverse backgrounds who add to the international dimension of the University.

It is recommended that applications for admission from international students be received by the Office of Admissions by June 1 for the fall semester and December 1 for the spring semester. Admission of international students is based on evidence of superior academic achievement and demonstrated proficiency in English. Further instructions on the admissions process and application requirements may be obtained by writing to the Office of Admissions and requesting the *International Student Handbook*.

The cost of attending Adelphi University is the full responsibility of international students and their families or sponsors.

Designation of Student Status

Official designation of the status of "student" at Adelphi University is reserved for those individuals who have applied to the University for acceptance to a particular program or school and have been granted admission (in writing) and in accordance with the University policies that govern such decisions. University recognition of an individual as a student does not, however, imply or assign matriculation in the particular school or program of choice. Candidates who desire matriculation into a degree or certificate program are advised to investigate all the requirements necessary for official acceptance into their program of interest.

Further consideration of the assigned status of "student" follows:

Nondegree Candidate

In order to register for classes as a nondegree candidate, applicants are required to complete a nondegree application and submit an application fee with the appropriate materials as outlined:

Transfer Credit (taking courses at Adelphi with the intention of having them transferred back to the degree-granting institution): A letter from the college from which the student will receive a degree must be submitted each semester recommending which courses can be taken at Adelphi. This letter must also state that the credits earned from these courses will be accepted in transfer by the degree-granting institution.

Prerequisite Courses (taking undergraduate prerequisite courses): Applicants must submit proof of baccalaureate degree by official transcript or copy of diploma. (Students intending to pursue a master's degree at Adelphi University after completing undergraduate prerequisite courses at Adelphi should contact the Office of Graduate Admissions for the appropriate application.)

High School Graduation: Proof of high school graduation must be submitted. Applicants must have graduated at least one year before applying as a nondegree candidate. Permission to attend will be considered on an individual basis.

Application for University Housing

Traditional-style residence hall housing is available through the Office of Residential Life. Applicants for admission are encouraged to apply for housing. Those interested in University housing should indicate their interest on the application for admission.

Community housing is also available. For additional information, please contact the Office of Commuter Student Affairs (516) 877-6667.

G a d a i s a d R e e . i s R a e
Under the Student Right-to-Know, the campus

EXPENSES AND
FINANCIAL AID

Tuition and Fee

The following Tuition and Fee Policy pertains to the 2001–2002 academic year. The Board of Trustees of Adelphi University reserves the right to change this tuition and fee schedule without prior notice. The Office of Student Financial Services must be consulted for the current tuition and fees schedule.

The Comprehensive Tuition and Fee rate for 2001–2002 is \$16,270. Tuition and fees are payable either by mail or in person at the Office of Student Financial Services, or by phone with Mastercard or Visa. Checks and money orders should be made payable to Adelphi University. All payments will be applied to past-due balances first.

Charges billed by the University are outlined below. Students and parents, however, should plan for expenditures associated with books, travel, and personal items.

Tuition and Fee Rate

	2001 Academic Year	2002 Academic Year
Undergraduate, Full-time (12–17 credits per semester)		
Tuition and University Fees, per year (including nonrefundable fees of \$600)	\$16,100	
Student Activity Fee	\$170	
Comprehensive Tuition Fee	\$16,270	
Tuition and University Fees, Upper Division Nursing and Social Work, per year (including nonrefundable fees of \$600)		
	\$17,000	
Student Activity Fee	\$170	
Comprehensive Tuition Fee	\$17,170	

(In addition, there is a \$100 charge for each Clinical Nursing Course)

	2001 Academic Year	2002 Academic Year
Undergraduate, Part-time (1–11 credits per semester)		
Tuition, per credit hour	\$500	
University Fees (nonrefundable), per year	\$400	
Student Activity Fee	\$18	
Tuition per credit hour, Upper Division		
Nursing and Social Work	\$510	
University Fees (nonrefundable), per year	\$400	

(In addition, there is a \$100 charge for each Clinical Nursing Course)

Uic Fee

Learning Disabilities Program Fee (per semester)	\$2,000
Learning Disabilities Program Fee (Summer)	\$1,200
Transcripts	\$10
Deferred Payment Plan Fee	\$50
Laboratory, Studio, and Workshop Fees (specified with course listings in the <i>Directory of Classes</i>)	Variable
Private Music Instruction	\$565
Professional Liability Insurance (Specified after each course in the <i>Directory of Classes</i>)	Variable
Withdrawal Fee	\$100

Payment Policy

Tuition and fees are payable in full at the time of registration. Students registering for the fall semester prior to June 30, and the spring semester prior to November 30, will be billed in July and December, respectively. Students are responsible for all charges regardless of billing. Students are required to notify the Office of the Registrar of their appropriate billing address and to contact the Office of Student Financial Services if bills are not received. Payments must be made in accordance with University policies, whether or not bills are received.

—Students may elect a deferred payment plan for each semester. One-half of the balance, plus the \$50 deferred payment plan fee, is due by August 1 for the fall semester or January 6 for the spring semester. Students who register after June 30 or November 30 must pay one-half of the balance due plus the \$50 deferred payment plan fee, when registering.

—Many students have indicated a preference to pay on a monthly basis. Adelphi offers the Academic Management Services (AMS) Budget Plan which provides for payment in monthly installments as an alternative. Information on this plan is mailed to all students before each semester and can also be

obtained in the Office of Student Financial Services.

—All tuition and fee charges are due at registration unless the deferred payment plan or the AMS monthly payment plan is elected. Failure to make payments on time will result in the assessment of late penalties, as defined below and in the class schedule. Programs not following the traditional semester calendar are also subject to late payment fees.

Students having outstanding indebtedness to the University will not be permitted to register, receive a transcript/grade report, or have a degree conferred. No student may withdraw or graduate from the University in good standing unless all current obligations are paid in full. Federal and state regulations, as well as University policy, preclude the use of any current financial aid for payment of past due charges.

Late Payment Fee

Fall Semester

Payment after August 1	\$50
Payment after October 15(add'l)	\$25
Payment after October 31(add'l)	\$100

Spring Semester

Payment after January 6	\$50
Payment after March 15(add'l)	\$25
Payment after March 31(add'l)	\$100

Residence Fee

Adelphi Room and Board Rate
(see also Academic Fee):*

Double Most students will have a double room as these are the most common on the campus.

- \$7,020 Double
- \$7,550 Double with air-conditioning
- \$8,400 Double in a suite (semi-private bath)

Single There are very few single rooms and they are usually used for special circumstances.

- \$7,850 Single
- \$8,500 Single with air-conditioning

Triple—These are designed to be occupied by 3 people.

- \$6,600 Triple
- \$7,100 Triple with air-conditioning

Converted Triple These rooms were doubles but will accommodate 3 students with the additional furniture.

- \$6,250 Converted triple
- \$7,500 Converted triple in a suite (semi-private bath)
- \$8,860 Converted triple with air-conditioning

**These rates include \$1,100 for each semester to be spent at Adelphi University Dining Services. You may increase this amount at any time in increments of \$50. There is also a \$15 per semester resident activity fee.*

Meal Plan

For resident students, your base room and board includes \$1,100 per semester to be spent at Adelphi University Dining Services. You may increase this at any time in increments of \$50. Further information on resident meal plans is available from the Office of Residential Life and Housing in Earle Hall 100, (516) 877-3650.

For commuter students, information on commuter meal plans is available from the Office of Commuter Student Affairs in University Center 109, (516) 877-6667.

Medical Insurance

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

Room and Board Deposit

Each new resident student granted University housing is required to pay a \$100 damage deposit in addition to the \$250 tuition deposit before May 1 of each year. New students accepted after May 1 must make this deposit before they can be assigned to a room.

Refund Policy for Tuition

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 of Deposited Tuition 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 such action is taken.

All refunds of credit balances must be requested 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 withdrawal fee.

Refund Schedule

Title IV Recipients

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

room refunds are subject to the room refund schedule found in the *Directory of Classes*. Please review the schedule before requesting a refund.

A student who is suspended or dismissed from the University or from housing, or who withdraws when under investigation for misconduct, shall not have housing fees refunded for the semester in which such action is taken.

All refunds of credit balances must be requested from the Office of Student Financial Services.

Withdrawal for Medical Reasons

Students requesting a withdrawal from the University because of medical reasons must

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

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

A p p l i c a t i o n P r o c e d u r e

Students applying for financial assistance must complete the Free Application for Federal Student Aid (FAFSA). All New York State residents who are receiving financial assistance from Adelphi are required to apply to New York State for the Tuition Assistance Program (TAP) grant. The completed FAFSA must be filed with the Federal Government as soon after January 1 as possible. New York State will then mail state residents a pre-printed TAP application beginning in April, which should be reviewed and returned to New York State.

If a student transfers from another institution to Adelphi University during the same award year, federal regulations require that we request through the National Student Loan Data System (NSLDS) updated information about any fall disbursements so that your spring disbursements are accurate and do not exceed any federally mandated maximums. Since the information on the NSLDS system may not be accessed earlier than 30 days before the start of the spring semester, your assistance package may change after review of your record on the NSLDS system.

Once freshmen and transfer students are accepted to the University by the Office of Admissions, they will be notified of their financial assistance eligibility approximately four weeks after the Office of Student Financial Services has received their processed FAFSA. Although award decisions will not be made until an applicant has been officially accepted by the Admissions Office, it is important to note that financial assistance applications should be completed prior to admission acceptance.

A p p l i c a t i o n D e a d l i n e

Applications for all financial assistance programs should be made by all new and continuing students as soon after January 1 as possible. The various state and federal programs have deadline dates that extend throughout the academic year. Consult the Office of Student Financial Services for specific dates that may affect applications for these programs.

The completed FAFSA should be mailed as soon after January 1 as possible. Filing by February 15 will maximize access to the various financial assistance programs. Applications made after February 15 will only be considered if funds remain available.

A c a d e m i c R e q u i r e m e n t s M a i n t a i n i n g F i n a n c i a l A i d

Financial assistance recipients must be in good academic standing and must be making satisfactory academic progress. Failure to meet established criteria will result in the loss of financial assistance. Details concerning established criteria are available in the Office of Academic Services and Retention and the Office of Student Financial Services.

If a student is officially withdrawing from the University, the "W" grades will not count toward unsatisfactory credits. (See the section titled "University Withdrawal.")

Hours attempted constitute all courses a student registers for, including courses in which grades of I and W are given.

Credits earned include all courses in which grades of A, B, C, D, or P are given.

Students who do not make satisfactory progress because they have failed to earn the required credit ratio due to grades of W, F, or I, are not eligible for financial assistance. The federal criteria and New York State Tuition Assistance Program requirements may vary from the University criteria. Please contact the Office of Student Financial Services for more specific information.

International Program

Adelphi offers a full range of scholarships. Scholarships are generally awarded to students who attend on a full-time basis and have either high academic records or expertise in a particular area.

Trustee Scholarships, Presidential Scholarships, Provost Scholarships, Deans' Scholarships, and all other achievement awards are awarded to new freshman, and transfer students based on high academic records and full-time enrollment (a minimum of 12 credits per semester). Further requirements (i.e., grade point average and renewal criteria) for each scholarship are specified in each student's scholarship letter.

Technical theater, performing arts, art, music, communications, athletic scholarships, and recognition awards are awarded to students with expertise in a particular area. These scholarships are awarded to new, full-time students by the individual departments based on participation in the specified activity, grade point average, and academic standing. Further requirements for the continuation and renewal of these scholarships are specified in each student's scholarship letter.

This grant is based on consideration of a student's financial circumstances. Renewal criteria depend on continued financial need, grade point average, and standing related to disciplinary matters.

The Adelphi University Transfer Merit Award for part-time students is offered to new, part-time students who demonstrate high academic achievement. For transfers, initial criteria include a transfer G.P.A. of at least 3.0, with a minimum of 30 credits being transferred.

These awards are offered to new, full-time students who demonstrate high academic achievement. Initial criteria include a minimum cumulative grade-point average of 3.0 (83–85 average) and an 1100 SAT score with a top 30% rank of your high school class or a 1000 SAT score with a top 25% rank of your high school class.

Children or grandchildren of Adelphi alumni who receive no other Adelphi scholarships or grants are eligible to receive a \$1,000 scholarship. Be sure to indicate on your application if one parent or grandparent graduated from Adelphi University in order to receive the award.

For Further Information Please contact Adelphi University Office of Student Financial Services at (516) 877-3080.

Edward Reiged Scholarship

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The ATEP Academic Scholarship targets needy education majors with academic awards.

The Hele Baldi Scholarship targets sophomores, juniors, and seniors with good academic records.

The Bailey Scholarship targets students with good academics.

The Clara Baile, Scholarship is a Hi. S was established in the early 1900's and was funded under the terms of the will of the former Dean of the Class of 1904. It is to be awarded to an outstanding junior majoring in history and recommended by the department chair.

The Caroline Mahilda Behre Fund was established in 1911 by Mrs. A. Frederic Behre for female students of the Delta Gamma sorority.

The Nicola and Maria Belgia Memorial Scholarship was established by Mr. and Mrs. Lewis Barton to support commuting undergraduate students who exhibit unrealized academic potential, determination, ability to succeed, and financial need.

The Rose Beere Scholarship was created in the early 1900's from the estate of Rose Brenner, Adelphi Alumna 1906, for deserving students, with preference given to students of Jewish decent.

The Cali-Bloom Scholarship was established around 1915 to assist female students with good academics and financial need.

The Elizabeth Celi Scholarship was created in 1984 to be awarded to a student in the School of Nursing.

The Agnes E. Demonde Scholarship was established in the early 1900's through a gift of Miss Agnes E. Demonde for upperclass students.

The John Eddy Memorial Fund was established for descendants of former Adelphi President John Eddy or for students with financial need.

The Edward F. Tobias Scholarship, in memory of the mother of a former Trustee, Mr. C. Ellsworth Tobias, provides undergraduate assistance to students demonstrating financial need.

The Evening Students' Scholarship Fund was created in 1973 by the Evening Students' Council at Adelphi to provide assistance to undergraduate part-time students of superior academic ability and financial need.

The Milton Frank Scholarship was established in 1993 in memory of Milton Frank, Special Assistant to the President, to a student majoring in communications or English.

The John W. Gibb Scholarship was created around 1915 from the estate of Mrs. Sarah M. Gibb to assist upperclass students.

The Charles Garelick Scholarship, in accordance with the wishes of Charles Garelick is awarded to undergraduate students in the School of Nursing.

The Philip Gold, ei Scholarship targets math majors with good academics.

The Golda Aiea Fund, established in 1986 was funded by the Class of 1936, on their fiftieth reunion, to reward students of good academic standing.

The Elizabeth Gace Scholarship, funded about 1973 provides awards based on high academic standing to nursing majors.

The Pearl Jolle Gesshi Memorial Fund was begun in 1957 by Irving Groothius in memory of his wife for a voice/music major selected by the music chairperson.

The R. H. S. Hale Scholarship was established in 1970 by members of the Lantern, a former student service group at Adelphi, for the benefit of outstanding junior or senior female students with good scholastic standing and who are active in student affairs.

The James L. Haha Memorial Nursing Scholarship was established by Mrs. Maria L. Pritchard (Class of 1922) and Mrs. Dorothy Hathaway (Class of 1927) in memory of their brother for undergraduate nursing students.

The Baba Schille Smalbach Scholarship was established to reward language majors.

The Lucille Schiller Fund was created to reward female students with both financial need and good academic standing.

The Susan H. Marcy Scholarship was created in 1979 in accordance with the terms of Susan H. Marcy's will. It was to serve as a continuation of the George T. Hay Scholarship Fund, named for her father in the early 1900's, which she maintained up until her death. The award supports female students of high academic standing.

The Joseph Hilleback Memorial

Revised Fund

The **Adelphi T. A. Eli G. Schola** hi assists needy athletes at Adelphi University.

The **Baile Schola** hi assists students with good academics.

The **Ala. de Ba. e Schola** hi was established by family and friends of Alex Barnes, to assist performing arts majors.

The **N. ma J. Bek Memorial Schola** hi funded annually by Mr. and Mrs. Willard DaSilva provides awards to junior year business students of high academic standing and financial need.

The **Ed. ad. A. B. ke Ph. ic Schola** hi was established for physics majors in the early 1980's in memory of Adelphi professor Edward A. Burke.

The **Hele. Hi. ch. Be. .ei Schola** hi assists deserving students of Jewish descent.

The **C. . C. e. Ab. ai. e Schola** hi was created in 1990 in memory of Coston C. Crouse. The scholarship is awarded to students who abstain from substance use inclusive of tobacco, alcohol, and drugs.

The **Flee. Ba. k Schola** hi awarded to graduate or undergraduate business student with a good G.P.A..

The **Ri. a. Gold Schola** hi was established in 1988 by Rita Gold, in memory of her son, for an ABLE student in financial need.

The **Pe. i. e. G. d. Schola** hi was created by friends and family in memory of Perrine Gordon, a secretary at the School of Nursing at Adelphi, to assist nursing students.

The **I. e. be. g. Schola** hi awarded to an undergraduate student with a good G.P.A. and financial need who submits an approved essay.

The **Lillia. Jack. Schola** hi assists deserving music majors.

The **Fle. ce. Ke. le. Schola** hi assists students with good academics.

The **K. Schola** hi is awarded to a Lutheran student or graduate of a Lutheran High School in financial need.

The **W. O' C. ell. L. h. Schola** hi awarded to a single undergraduate female studying business or nursing.

The **Hele. MacD. gh. Schola** hi is an endowed scholarship that was created in 1998 by Helen Marie MacDonough, class of 1933, for female students pursuing a degree in history and/or English.

The **J. i. a. Ei. e. ha. e. Mickie. ic. Schola** hi, an endowed scholarship established in 1989 by family and friends in memory of Justina Eisenhower Mickiewicz, nursing faculty member, Director of Student Relations, former trustee. Originally, this was a memorial lecture, but was converted in 1994 to a scholarship.

The **Modi Schola** hi was established in 1977 by the Modin Foundation for a junior or senior nursing student in financial need.

The **He. be. Pe. lma. Schola** hi was established in 1982 for a graduate/undergraduate student in the School of Management and Business who demonstrates financial need.

The **Reddi. g. Gold. mi. h. Schola** hi was established in 1978 for a student who exemplifies the ideals of the University: warmth, friendliness, concern for others, and service. The award was limited to members of Delta Tau Alpha.

Reddi. g. Gold. mi. h. Mem. ial awarded to an undergraduate senior with good academics.

The **E. elle. Schac. e. G. a. .-i. -Aid. Schola** hi assists students with financial need.

The **Sche. e. Famil. Schola** hi, established in 1998 by James Scheuer, a graduate of the Learning Disabilities Program, for students in this program who demonstrate financial need.

The **Sil. e. ma. Schola** hi awarded to an undergraduate accounting major with a good

The Barbara Schille Smalbach Edged Scholahi was established in 1998 by David Smalbach, in memory of his wife, Barbara, class of 1977, to be awarded to a language student of high academic standing and financial need.

The Winikoff Scholahi was established in 1966 by Marcia and Stanley Winikoff in memory of their daughter, Ellen, for female students with financial need.

The Maga e Winikoff Scholahi assists deserving students.

Recipients of the following awards and prizes are selected by members of the organization or the department:

Burleigh Award

C.A.L.I.B.E.R. Award

basis, where the federal government pays the interest during the enrollment period, or an unsubsidized basis, where the student is responsible for such interest. Maximum loan amounts for dependent students are \$2,625 for freshmen, \$3,500 for sophomores, and \$5,500 for juniors and seniors. Maximum loan amounts for independent students are \$6,625 for freshmen, \$7,500 for sophomores, and \$10,500 for juniors and seniors. Effective July 1, 2001 the in-school interest rate is 5.39% for the Federal Stafford Loan. The repayment interest rate is 5.99%. Repayment of the loan begins six months after the student ceases to be enrolled at least half time.

A PLUS loan is available to parents of dependent children enrolled in a minimum of 6 credits per semester. A parent may borrow up to the cost of education, less any other financial assistance, each academic year. Credit worthiness is a factor in obtaining this loan. PLUS loans carry variable interest rates, set each June. The interest rate as of July 1, 2001 is 6.79%. Repayment of the loan begins within 60 days of when the loan is disbursed unless special deferment conditions apply. More information and applications are available from participating lending institutions or the Office of Student Financial Services.

The Office of Student Financial Assistance Ombudsman is available to assist students in resolving loan disputes and other problems. Contact them at 1-202-401-4498 (Washington, DC) or toll-free at 1-877-557-2575 for assistance. On the Web, additional information is available at www.hesc.com or access the Adelphi website at www.adelphi.edu, select Student Financial Services, and Other Helpful Sites for the link to this important Ombudsman information.

New York State Program

This program offers aid to residents of New York State, based on the income of parents and students. Application and renewal of TAP commences by completing the FASFA. Pre-printed TAP applications are mailed to the student beginning in April of each year. Students must be full-time (12 or more credits per semester) to be eligible.

The Aid for Part-Time Study (APTS) program provides grant assistance to New York State residents who are part-time undergraduate students. A completed APTS application must be filed with the Office of Student Financial Services by October 5 for the fall semester and by February 15 for the spring semester.

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

Persian Gulf Veterans Tuition Awards provide up to \$1,000 per semester for full-time study or \$500 per semester for part-time study to Persian Gulf veterans matriculated in an undergraduate degree-granting program.

This competitive federal honors program provides scholarships to academically talented high school seniors who are New York State residents and plan to attend any approved institution of higher learning in the United States. For further information contact Higher Education Services Corporation (HESC), Student Information, Albany, NY 12255 or visit HESC's World Wide Web site at www.hesc.com.

New York State residents attending, or planning to attend, a New York College as an undergraduate or graduate student pursuing a career in certain licensed professions may be eligible for an award from the Regents Professional Opportunity Scholarship Program.

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

academic scholarships, or any other change in information that in the opinion of the Office of

RULES AND
REGULATIONS

U n i v e r s i t y R e g u l a t i o n s

All undergraduate students in the University are bound by the regulations set forth here and are responsible for adherence to these regulations. There are additional policies specific to the individual units: College of Arts and Sciences, Gordon F. Derner Institute of Advanced Psychological Studies, Honors College, School of Education, School of Business, School of Nursing, School of Social Work, and University College including the ABLE and General Studies Programs. These policies are indicated in the sections describing these units. The responsibility for knowing and meeting the applicable degree requirements, as well as other academic regulations of the University, rests with each student.

The Office of Academic Services and Retention is charged with the interpretation, execution, and maintenance of the standards, policies, and procedures that guide and govern undergraduate studies and pedagogy at Adelphi University.

D i s p e n s a t i o n s f r o m R e g u l a t i o n s

Students may request dispensations from University regulations or deadlines only for exceptional circumstances by filing a petition. A student may petition through the Office of the Dean in the appropriate college or school for a waiver of an academic regulation or deadline. Students who have not declared a major petition the College of Arts and Sciences. Petitioning students must provide supporting documentation with their petition.

Petitions requesting retroactive actions must be submitted within one calendar year. Federal, state, and local regulations are not subject to petition.

A g e o f M a j o r i t y

Under New York State law, 18 is the age of majority. Except for the provision and sale of alcohol, students that age and older have the rights, responsibilities, and privileges of all other adults. Adelphi University will normally

Deadlines

Every semester students have sufficient opportunities to reconsider, for a period of time, their selection of courses. The academic calendar (a copy of which can be found in the front of this Bulletin) sets forth the specific deadlines for decisions about, and adjustments to, registration, adding and dropping courses, changing a grading option, and withdrawing from courses. Meeting academic deadlines is the student's responsibility.

Registration

Registration is the process by which the Office of the Registrar certifies the enrollment of students in courses of study or their right to use the services available at the University. Registration materials are mailed, by the Office of the Registrar, to eligible students every semester. The Directory of Classes is available at the Registrar's Office, Levermore Hall lower level or online at www.adelphi.edu.

Freshmen and transfers register separately for their first semester at the University. In subsequent terms they register with all other students. Freshmen and transfers are mailed all pertinent information for their respective orientations and registrations.

There are several ways to register at Adelphi:
Priority registration begins in late fall and

Records

Adelphi recognizes two kinds of student records. *Directory information* includes student's name, school, class, major, participation in officially recognized sports, weight and height of athletes, dates of attendance, degrees, honors, and awards received. *Academic records* are maintained by the Office of the Registrar, and consist of credits, grades, and grade points earned. It is the obligation of students to notify the Registrar of any change of name or address.

Access to Records

Directory information may be released to anyone without the consent of the student unless the student has requested in writing to the Registrar that this information not be released. Forms for such requests are obtained from, and returned to, the Registrar. Academic records may not be

Admissions. The request must include the code #203, assigned by ETS to Adelphi. Advanced Placement credits mean that students will be granted Adelphi credits—but no grades—because of the AP scores. If a student registers for courses in which they have received AP credits they will not receive additional credit, but the grade will be used in computing the G.P.A. Adelphi accepts AP credits in most areas.

T a f e C e d i

The official transcript of a transfer student from another college or university is evaluated by the Office of Admissions and the evaluation is sent to the Registrar, who records it on the permanent Adelphi University record. A student admitted to Adelphi and holding an associate degree (oriented toward a baccalaureate degree offered by Adelphi) with a G.P.A. of C or better from an accredited two-year institution will be accepted for junior standing. Only courses in which grades ranging from A+ to C- may be transferred; courses in which a D was earned will not be awarded transfer credit.

Grade points for courses in which grades of A, B, or C have been earned are not transferred to the permanent Adelphi University record, nor are they included in the Adelphi cumulative G.P.A. (see statement regarding graded credit in section titled “Latin Honors.”). Students wishing to transfer from any one of the professional schools within the University into the College of Arts and Sciences, in order to earn a Bachelor of Arts degree, can transfer no more than 30 professional school (applied) credits.

S d a Q h e I . i . i s (See also section on “Senior Honors”)

Matriculated students who wish to take a course or courses at another institution must secure permission for the courses to be taken. Applications for this purpose are available in the unit Deans’ Offices. Students who are undeclared should go to the Office of the Dean of Arts and Sciences.

Approval to take courses at another institution must be obtained from:

- 1) The student’s major advisor;
- 2) The chair of the Adelphi department of the courses to be taken elsewhere; and
- 3) The Office of the Adelphi Dean of the student’s school. Students who are undeclared should go to the Office of the Dean of Arts and Sciences.

The student may be granted permission to take courses at another institution only if:

- 1) The course is one that is not offered at Adelphi University during that semester or in the Summer Session and is needed sequentially;
- 2) The student’s permanent residence is at a considerable distance from Adelphi; and
- 3) The course is offered at a college or university that has regional accreditation.

Grades earned in courses taken at other institutions appear on the Adelphi transcript but are not calculated in the student’s G.P.A.

Credit from a two-year college cannot be accepted toward a bachelor’s degree if a student has earned 64 or more credits toward that degree.

Preliminary arrangements for courses to be taken at overseas institutions to be applicable toward an Adelphi University degree should be approved through the Office of International Student Services in the same manner outlined above.

G e e a l E d c a i s T a f e P o l i c

In principle, all Adelphi undergraduates are obliged to satisfy General Education requirements. Transfer students, however, meet requirements as determined by their credits taken at the point of transferring into Adelphi.

Students transferring in with A.A., A.S., B.A., or B.S. degrees (but not A.A.S. degrees) from accredited U.S. institutions are exempt from all General Education requirements.

Other students transferring in with 60 credits or more are exempt from Freshman Seminar, Orientation Experience, and Second Competency requirements, but their Distribution requirements differ from those of other students in the following way: instead of needing six credits in each of the four Distributions areas, these students need six credits in Science/Math, six credits in Social Sciences, and 12 credits in any combination of approved courses in the Arts and Humanities Distribution areas.

All petitions from students for any waivers of General Education requirements should be given to the Associate Dean of Arts and Sciences.

C **e**

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

C **e** **P** **o** **l** **i** **c** **y** **a** **n** **d** **P** **r** **a** **c** **t** **i** **c** **e**

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

C **o** **u** **r** **s** **e** **P** **r** **e** **f** **i** **x** **a** **n** **d** **N** **u** **m** **b** **e** **r** **i** **n** **g** **S** **e** **m**

Every course offered has a three-letter prefix. In Arts and Sciences and Business, the course prefixes are normally the first three letters of the name of the major or area (BIO for Biology, ACC for Accounting, for example), or the prefix may combine other significant letters (PFD for Performing Arts, Dance Program; MGT for Management, for example). The other schools use single prefixes for all their courses. NUR for Nursing, SWK for Social Work, for example.

Below is the course numbering system used by the University:

- 000 to 099, no credit;
- 100 to 299, appropriate for freshmen and sophomores;
- 300 to 499, appropriate for juniors and seniors;
- 500 to 599, graduate courses, sometimes open to seniors.

Students should note that registration in a graduate course does not constitute admission to upars;

Directnts should note tdecpA*0 Tnorma. The insration in a

mufebute cou08 Tc0.1rprf0.1D-0ek the consent ofutorial, o

Dropping

Students may drop a class within the first four weeks of the semester. Students who wish to drop a class must complete an Action Request. Students are advised that there is a fee for dropping courses. Dropped courses will not appear on the transcript. Students should be aware that their status as a full-time student will be affected by dropping courses if their credit load is less than twelve credits.

Withdrawal

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

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

An instructor may make a request to the Associate Provost in the Office of Academic Services and Retention to withdraw a student from a course because the student's behavior disrupts the conduct of the course. Students have the right to appeal such withdrawals to the Provost's Office.

Auditing

A course may be audited if the student has registered and paid the regular tuition for the course. Normally, an auditor will attend the course regularly. The instructor will stipulate the auditor's responsibilities in the course. Once students have elected to register as auditors, a change in that status is not possible beyond the last day to add courses, nor can students who

have elected to register as regular students change that status beyond the last day to add courses.

Academic Assistance for Students with Disabilities

Students who have a documented disability may be eligible for reasonable accommodations, academic assistance, or academic adjustments. Students who need any form of academic assistance must contact the Office of Disability Support Services. Reasonable accommodations are determined individually by the Office according to documented need. Some of the more typical accommodations are: extended time testing, private room for testing, readers and/or scribes for exams, note-takers, books on tape, enlarged-print textbooks and class materials, sign language interpreters for students who are deaf or hard of hearing, and handicapped parking permits. In addition, assistive technology is available for students with disabilities (for example, the Kurzweil reading machine located in the library). 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 complete the Petition for Reasonable Accommodations and Academic Adjustment form, the Consent for Release of Information form, and provide recent, valid disability documentation from a qualified professional. Guidelines for disability documentation are available at the Office of Disability Support Services.

The Office of Disability Support Services is

Acceptance of Seniors Graduate Course

Acceptance of undergraduates into graduate courses is carefully supervised by the institution, as follows:

A limited number of seniors of superior scholastic ability who are within 15 credit hours of completing requirements for the bachelor's degree may be accepted into certain graduate courses. Senior registration for a graduate course must be countersigned on the student's registration form by the student's major advisor, by the chair of the department offering the graduate course desired, and by the dean of the student's college or school.

Acceptance into a graduate course during the senior year does not constitute admission to graduate standing. At the discretion of the Graduate Admissions Committee, however, a limited number of credits so earned, and not used to fulfill the requirements for the bachelor's degree, may be applied toward an advanced degree. Such credits may not be applied toward fulfillment of the residence requirement for a higher degree.

Undergraduate students in their senior year may take 500 and 600 level courses for undergraduate credit toward their bachelor's degree; or with permission of the chair for graduate credit (courses for graduate credit will not count toward bachelor's degree). Students in the ABLE-Education Program may request permission to take graduate courses (500 and 600 levels) beginning in their junior year.

No undergraduate student may register for graduate course work in the School of Business.

Undergraduates may register for graduate courses in the Derner Institute *only* with permission of the Dean.

Seniors in the Social Work Program are required to take all 500 level courses and juniors take some 500 level courses within the Program's curriculum, but students will only receive undergraduate credit. Any exceptions to the policy stated above will require special permission from the Director of the Undergraduate Social Work Program.

Independent Study

The purpose of independent study is to pursue an academic interest not adequately covered by the regular course offerings. Students must register for independent study during the regular registration periods and never later than the last day to add courses. Each college and school has separate requirements concerning independent study. Information concerning these requirements are listed by school. *Independent study may not be taken Pass/Fail.*

Final Examinations

Final examinations for fall and spring semesters are held at the close of the semester and in the summer terms. Examination times are scheduled by the Registrar and announced in the *Directory of Classes*. Instructor Tw2-uods anm J/ g-1.2 -u

Students are advised that:

- No final examinations will be administered to an individual or group before the last official class meeting without the written consent of the appropriate academic dean;
- No instructor may increase the time allowed for a final examination beyond the scheduled two hours without written consent from the appropriate academic dean or the Office of Academic Services and Retention;
- No instructor may change the time or date of the final examination;
- No student may be required to take more than two final examinations during one calendar day. Students with more than two examinations on one calendar day should go to the appropriate academic dean or to the Office of Academic Services and Retention;
- Postponed examinations may be requested only by students who are seriously ill or who have more than two examinations in one day. Students will make the arrangements through the appropriate academic dean or to the Office of Academic Services and Retention;
- Postponed examinations will be held no later than the first week of the following term;
- Instructors must offer a make-up examination to all students who were excused from the final examination because of illness or because of conflict with other examinations;
- All students must be allowed to see their graded finals;
- Access to graded finals should be ensured for a period of one semester after the examination was completed;
- Completed and graded finals may not be left in public places for retrieval by students.

Grade

Grades represent the instructor's evaluation of student competencies and course performance. Grades assigned by Adelphi instructors conform with University standards, policies, and procedures. Each instructor will inform students of applicable grading standards for a course. Students may review the material submitted to the instructor for evaluation, such as that student's papers and examinations. At the end of each semester, grades are given in semester courses. Instructors submit grades to the Registrar at the end of each term. Grades are mailed to students by the Registrar after the close of each term, provided they have no outstanding financial obligations with the University.

Grading System

Adelphi has a letter grading system. Passing grades, in rank order, are A, B, C, D, and P (Pass). Failing grades are designated with F.

- F (Failure) is recorded when a student has academically failed a course. The student may be eligible for dismissal following a departmental review.
- P (Passing) Where the grade of A, B, or C is not used.

Other Academic Designations

- AU (Audit) Students who are auditors register for the course, pay the regular tuition, but do not receive a grade.
- I The designation "I" (Incomplete) will be issued when the student has not completed the course requirements by the end of the semester and has obtained permission from the instructor to take additional time to complete the course work. The incomplete designation "I" may be used by instructors only if a student has been excused from the completion of course requirements because of illness or other exceptional, compelling circumstances.

Students may have no more than one calendar year after the end of the semester in which the grade was given to resolve Incompletes.

and has obtained permission from the instructor to take additional time to complete the course work. The incomplete designation “I” may be used by instructors only if a student has been excused from the completion of course requirements because of illness or other exceptional, compelling circumstances. *Students may have no more than one calendar year after the end of the semester in which the grade was given to resolve Incompletes.* Unresolved Incompletes convert to Fs after this time. This then becomes the final grade.

Pass/Fail Option

The Pass/Fail grade option is designed to encourage students to explore disciplines outside their major without affecting their G.P.A. The letter P (Pass) or F (Fail) are the only grades assigned when students choose the Pass/Fail grade options. The student will be given credit for courses in which the grade of P is earned, but these courses will not affect the computation of the G.P.A. A grade of F earns no credit but will affect the computation of the G.P.A.

The following restrictions apply:

The P/F option is not available

- to students whose semester or cumulative G.P.A. is less than 2.0;
- for courses required for a major or a minor;
- for independent study;
- for General Education courses (except second competency).

Only a maximum of eight courses may be taken with the P/F option in the baccalaureate.

Transfer students are advised to consult the section titled “Latin Honors.”

Grade Change

Students who believe their grades are incorrect or unfair should:

- Discuss their course work with the instructor;
- Review with the course instructor the grading policies for the course;
- If still dissatisfied, disputes concerning grades shall be addressed and initially

resolved by the chair or the dean of the department offering the course;

- Resolutions by the chair or the dean shall be subject to review by the Office of Academic Services and Retention. In the absence of any prior resolution, the Provost may act to resolve grade disputes.

A grade may be changed only if there is unequivocal evidence that it was the direct result of arbitrary and capricious conduct on the part of the instructor, or because of mathematical or mechanical errors in scoring examinations. *Grade changes are possible only within one calendar year.* Grade changes must first be signed by the instructor and then by the department chair and the appropriate dean before being brought to the Registrar.

Academic Standing

Academic standing is defined by a student's semester and cumulative grade point average and the level of progress made toward the number of credits required for the completion of the baccalaureate.

Class Standing

Class standing is determined by the number of credits *passed*. Credits not completed or completed unsuccessfully do not count toward the number of credits required for class standing. The number of credits *passed* required for each class is:

Freshman	0 to 29 credits
Sophomore	30 to 59 credits
Junior	60 to 89 credits
Senior	90 or more credits

The Dean's List

The deans of Arts and Sciences, Education, Business, Nursing, Social Work, Gordon F. Derner Institute, and University College recognize superior academic work every semester. The Dean's List comprises full-time students—registered for 12 or more credits—who have completed at least 9 graded credits and achieved a

G.P.A. of 3.5 or above for that semester. This recognition by the deans becomes part of the student's academic record and is entered into the student's transcript.

66d Academic Standing

Good academic standing describes the minimum academic attainment required of students in order to remain at the University.

- All Adelphi undergraduates, regardless of grades in their major, must maintain a minimum cumulative G.P.A. of 2.0 in order to remain in good academic standing and to be eligible for graduation;
- Students who have not chosen a major must maintain a minimum cumulative G.P.A. of 2.0 in order to remain in good academic standing;
- Students who have declared a major must maintain the minimum G.P.A. of that major in order to continue their affiliation with that school, and to graduate with the chosen major. Some majors may require a G.P.A. higher than 2.0.

Grade-Point Average Requirement	Minimum Cumulative G.P.A.
Good Standing, all undergraduates	2.0
Students who have not chosen a major	2.0
Arts and Sciences—all majors	2.0
Education—all majors	2.75
Business—all majors	2.3
Nursing Majors	2.5
Social Work Majors	2.5 overall 2.8 in Social Work

66 Academic Standing

Students who fall below the minimum G.P.A.s required by the University or their major are in poor academic standing and will be placed on academic probation. The fall from good academic standing does not preclude students from registering for courses of study but they may regis-

ter for no more than 13 credits. It may have consequences for their eligibility to participate in student activities such as student government, intercollegiate athletics, fraternities, sororities, and other student organizations.

If they receive financial assistance, students in poor academic standing may also lose their eligibility to continue to receive such assistance, as determined by the New York State Department of Education and U.S. Department of Education. Students and their advisors should read carefully the state and federal policies and criteria that relate academic standing to financial aid eligibility. Students who participate in intercollegiate athletics must comply with the eligibility regulations agreed upon by the University and the NCAA and, therefore, may become ineligible for participation in team sports because of their poor University academic standing.

University Academic Probation

University academic probation indicates that the student's academic performance, as reflected in the semester or cumulative G.P.A., raises doubts about the student's ability to complete the particular requirements and meet the specific standards for the baccalaureate. Such students will be placed on probation by the dean of the college or school offering the student's major. Students who have not declared their majors and are not in good academic standing will be placed on academic probation by the College of Arts and Sciences.

School Academic Probation

Students who do not maintain the G.P.A. required for their major will be placed on School Academic Probation by the dean of the appropriate school in which the major is maintained.

Terms of Academic Probation

Academic probation ordinarily entails an academic contract, between the student and the dean, to complete a specific number of courses in a specific period of time, and to achieve a

specific G.P.A. Academic contracts normally prescribe other remedial actions, such as reduced course load, assessment of learning skills, or tutoring.

Length of Academic Probation

Students placed on academic probation must remedy their academic deficiencies within the next regular semester. This period may be extended by the appropriate dean if the student shows significant academic progress or if the student was admitted to the University under the academic agreements of a particular program.

Notification

Students placed on academic probation will be advised of this action by a letter from their dean. The letter will specify the criteria used in determining the probation action (G.P.A., number of credits, for example) and will specify the terms under which good academic standing can be regained. Students who fulfill the terms of their academic probation will be advised in writing by their dean of their return to good academic standing.

Failure to Regain Good Academic Standing

Students on academic probation who fail to fulfill their academic contract or fail to return to good academic standing will be separated (dropped) from their major or, if warranted, dismissed from the University.

Students who are separated (dropped) from their majors but who still have a minimum cumulative G.P.A. of 2.0 will be reassigned to the College of Arts and Sciences for assistance in the identification of a new major or pertinent remedial actions.

Dismissal

Academic dismissal means separation from the University because of the student's poor quality of academic attainment and low level of progress toward the baccalaureate. Dismissal is

a most serious academic action. Students who are dismissed from the University will have their next term's registration canceled, if they have registered in advance, and will have all their affiliations with the University terminated.

Students who have been dismissed from the University will not be considered for readmission within the year following their dismissal. Dismissed students are advised that there is no real or implied right to such readmission.

Academic dismissals can occur after the conclusion of any semester. Academic dismissals are carried out on behalf of the University by the Office of Academic Services and Retention. A student who is subject to dismissal may petition the Associate Provost for Academic Services and Retention.

Leave of Absence

A leave of absence is a permission to be temporarily away from the University, generally to

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the written request determines refunds or financial obligations.

Students who withdraw from the University by the end of the ninth week of the semester receive the grade of W for all their courses. W is not calculated into the cumulative average. After the ninth week of the semester, a withdrawal for medical reasons is possible. Students who withdraw from the University for medical reasons will be withdrawn from all their courses. Withdrawals from the University after the ninth week of the semester will not be granted because of inability to attend classes, take final examinations, or complete course work. (See "Incomplete.")

Adelphi reserves the right to withdraw from the University students who discontinue their registration for one semester. In addition, Adelphi reserves the right to withdraw from the University any student for any reason without notification to parents or guardian. Students who withdraw or are withdrawn from the University are advised that there is no real or implied right to readmission.

Withdrawal for Medical Reasons

Students requesting a withdrawal from the University because of medical reasons must submit the appropriate medical documentation and a letter requesting a medical withdrawal to the Office of Academic Services and Retention. This must be done during the semester for which the leave is requested. Students approved for medical withdrawal will have a credit posted to their account to be applied toward future semesters. All unused credit will be forfeited within one year of issuance and, in addition, a fee charge will be assessed. Students wishing to return after a Medical Withdrawal must

Withdrawals from the Office of Academic Services and Retention (T-0.0001 Tc0.0276 597) ("Incompletes and Retention.") Students wishing to go

Bulletin under which they are admitted to the University; however, students who interrupt enrollment for six or more consecutive semesters (excluding summer sessions) are governed by the *Bulletin* in effect when they are readmitted. Requests for exceptions are reviewed by the appropriate academic dean.

Re ide ce Re i eme .

A student must complete the final 30 credits toward a degree at Adelphi in order to be eligible for the degree.

Students who transfer credits in excess of 64 from two-year colleges may apply only 64 of those credits toward a baccalaureate degree to be awarded by Adelphi University. (See statement regarding graded credits in section titled "Latin Honors.")

Ce fe i g of Deg ee

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

All students *must* apply for graduation. For January graduates, applications must be filed with the Registrar on or before the last Friday in September; for May graduates, on or before the second Friday in October; for August graduates, on or before the first Friday in June.

Students who have completed degree requirements but who have not applied for graduation will not receive a diploma nor will the degree be conferred. Students who have applied for graduation but who have been assigned Incomplete grades for course work taken in the final semester may attend the commencement exercises but will not be awarded degrees at the Commencement ceremonies. Students in this category may be awarded their degrees if the registrar's office receives written notification of the removal of the Incomplete grade or grades prior to:

- For May graduates, June 30;
- For August graduates, September 30;
- For January graduates, February 28/29.

Changes in grade, other than Incompletes, received after the official date for the awarding of degrees will be entered on the student's record with the date of receipt and will be computed in the student's grade-point average but will have no bearing on eligibility for Latin Honors.

Di ploma

Students who are awarded degrees are mailed

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How to Reach the Adelphi Garden City Campus

Take the JFK Expressway to the Belt Parkway East. Take the Belt Parkway to the Southern State Parkway. Then follow the Southern State Parkway directions below.

Take the Grand Central Parkway East; this becomes Northern State Parkway. From here follow the directions below for Northern State Parkway East.

Travel time from NYC is approximately 45 minutes. Take the Hempstead line from Penn Station in Manhattan or the Flatbush Avenue Station in Brooklyn or the Jamaica Station in Queens to the Nassau Boulevard Station in Garden City. The campus is a short walk east on South Avenue.

Via the Long Island Expressway (Route 495)

Taunton. Take the L.I.E. to exit 34 south (New Hyde Park Road). At the first traffic light, turn right onto New Hyde Park Road. Continue south on New Hyde Park Road for 3.2 miles. Turn left onto Stewart Avenue. At the fourth light, turn right onto Nassau Boulevard. Turn left onto South Avenue (immediately after crossing the railroad tracks). The Adelphi campus is on the right.

Taunton. Take the L.I.E. to exit 39 south (Glen Cove Road). Travel south for four miles (the road will change from Guinea Woods Road to Glen Cove Road to Clinton Road). Turn right onto Stewart Avenue, go one mile and turn left onto Hilton Avenue. Turn right onto Sixth Street (immediately after crossing the railroad

tracks). Continue onto South Avenue. The Adelphi campus is on the left.

Via the Northern State Parkway

Taunton. Take the Northern Parkway to exit 26 south (New Hyde Park Road). Turn right onto New Hyde Park Road. Continue south on New Hyde Park Road for three miles. Turn left onto Stewart Avenue. At the fourth light, turn right onto Nassau Boulevard. Turn left onto South Avenue (immediately after crossing the railroad tracks). The Adelphi campus is on the right.

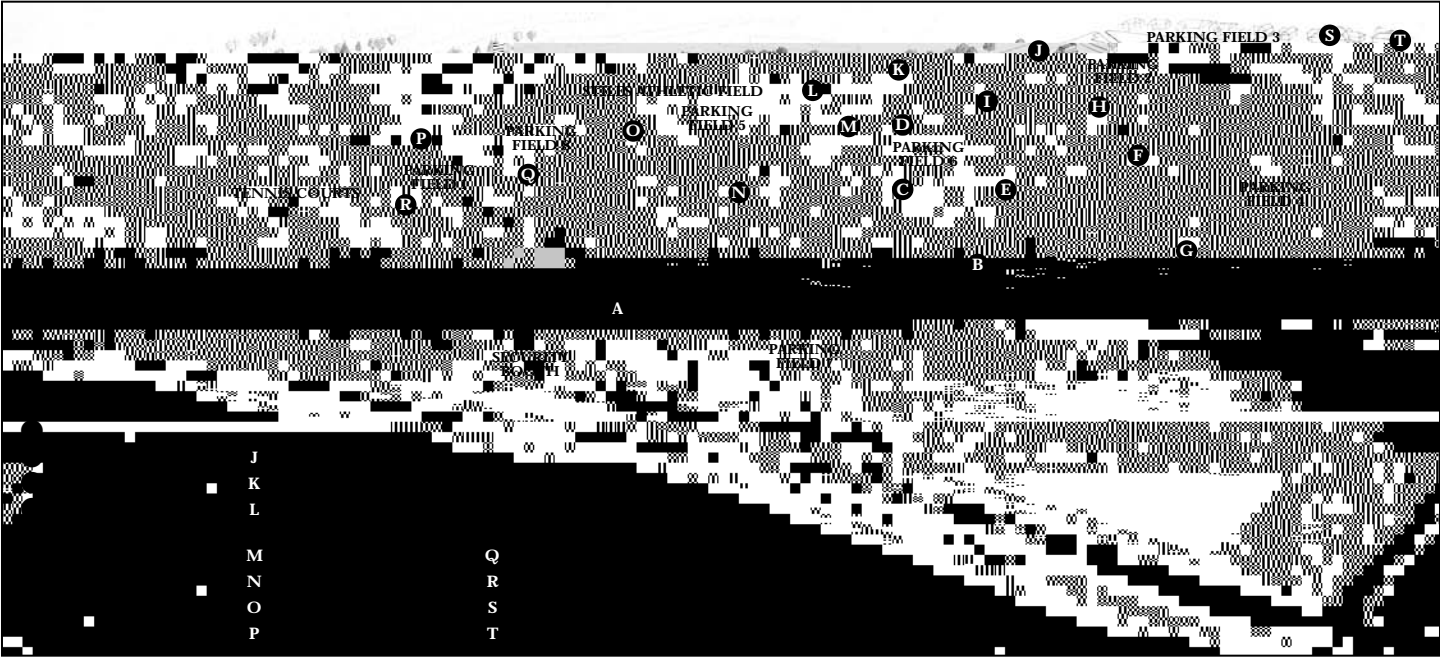
Taunton. Take the Northern Parkway to exit 31 south (Glen Cove Road). Continue south on Glen Cove Road (which turns into Clinton Road) for 2.3 miles. Turn right onto Stewart Avenue. Go one mile and turn left onto Hilton Avenue. Turn right onto Sixth Street (immediately after crossing the railroad tracks). Continue onto South Avenue. The Adelphi campus is on the left.

Via the Southern Parkway

Take the Southern Parkway to exit 17 north (Hempstead Avenue). Continue on Hempstead Avenue traveling north. Make a left at the second traffic light (Nassau Boulevard). Continue north for 2.5 miles to the ninth traffic light. Make a right turn onto South Avenue (immediately before crossing the railroad tracks). The Adelphi campus is on the right.

ADELPHI UNIVERSITY

GARDEN CITY, NEW YORK



Di ec i s , s Adel hi U i e i , Ma ha , a Ce . e

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

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

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

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

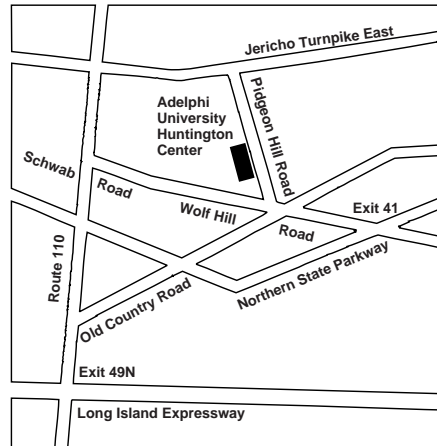
Adelphi University's Manhattan Center is located on the west side of Manhattan on Varick Street [one way heading downtown (South)] at Canal. Traveling west on Delancey or Houston Streets, make a left turn on Varick Street and head downtown. Traveling on Canal Street, make a right onto Sixth Avenue. Proceed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

Di ec i s , s Adel hi U i e i , H . i g s Ce . e

Exit 41 (Wolf Hill Road) from the East turn right, from the West turn left. Continue to second light (five corner intersection) bear right onto Pidgeon Hill Road. Adelphi campus is at 165 Pidgeon Hill Road.

Exit 49 North (Huntington) Route 110. Proceed four lights to Old Country Road. Make a right. Take Old Country Road for two lights then make a left onto Pidgeon Hill Road (St. Anthony's H.S. is on your left). Proceed 1/2 mile on Pidgeon Hill Road to Adelphi.

Exit 49 North (Huntington) continue to exit light (Pinelawn Road). Make a right. Go to the next light Route 110 and make another right. Proceed to next light (Old Country Road) and make a right turn. Take Old Country Road for two lights then make a left turn onto Pidgeon Hill Road (five corner intersection). St. Anthony's H.S. should be on your left. Proceed 1/2 mile on Pidgeon Hill Road to Adelphi.



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