

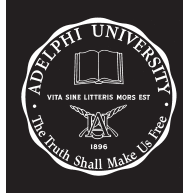
**Supplement to
the Adelphi University
2002–2004
Graduate Bulletin**



**ADELPHI
UNIVERSITY**

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

SUPPLEMENT TO THE ADELPHI UNIVERSITY 2002–2004 GRADUATE BULLETIN,
SEPTEMBER 2003

ACCREDITATION

Adelphi University, an independent, comprehensive institution, is chartered by the University of the State of New York, and is accredited by the Middle States Association of Colleges and Schools; the New York State Education Department; the National League for Nursing Accrediting Commission (61 Broadway, New York, New York 10006, (212) 363-5555); the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 837-6791 (the baccalaureate degree program in nursing); the American Psychological Association; the American Speech-Language-Hearing Association; and the Council on Social Work Education. It is a member of the College Board and the Association of American Colleges/Universities.

HEGIS CODE DESIGNATION

(“HEGIS” stands for Higher Education General Information Survey.)

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

The information in this *Supplement to the 2002–2004 Graduate Bulletin* was prepared as of July 30, 2003. 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 to all qualified individuals and does not discriminate on the basis of race, religion, age, color, creed, sex, marital status, sexual orientation, ethnicity, national origin, disability, genetic predisposition or carrier status, veteran status, status as a disabled or Vietnam-Era veteran, or any other basis protected by applicable local, state, or federal laws. The discrimination coordinator for student concerns pursuant to Section 504 of the Rehabilitation Act of 1973 is Carol Phelan, Coordinator of Disability Services, Room 310, University Center; (516) 877-3145; the discrimination coordinator for employee concerns pursuant to Section 504 of the Rehabilitation Act of 1973 and for Title IX concerns is Jane Fisher; Manager, Employment, Employee, and Labor Relations, Room 203, Levermore Hall, (516) 877-3222; the coordinator of Title VII and the Affirmative Action Officer is Lisa S. Araujo, Assistant Vice President for Human Resources and Labor Relations, Room 203, Levermore Hall, (516) 877-3224.

2003–2004 Adelphi University Graduate Bulletin Supplement

This Supplement contains new graduate programs and revisions, changes, and corrections to University policies and programs as described in the 2002–2004 Graduate Bulletin. New faculty, changes in faculty appointments, as well as other updated information can be found on the Web at www.adelphi.edu. Programs and requirements are subject to change without notice at any time at the discretion of the University. Students should check with their advisers when planning their academic program.

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Academic Calendar

2003–2004

Fall 2003

Monday, September 1
Labor Day, No Classes

Wednesday, September 3
Classes Begin

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

Friday, September 26
Holiday Observance (no class to begin
after 3:00 p.m.)

Saturday, September 27 – Sunday,
September 28
Holiday Observance (no classes)

Monday, September 29
Classes Resume
Last Day to Drop a Course
Last Day to Change Grading Option
Final date for Submission of Graduation
Application for January 2004

Sunday, October 5 – Monday, October 6
Holiday Observance (no classes)

Tuesday, October 7
Classes Resume

Wednesday, October 8
Monday Make-up Class for 10/6
No Wednesday Classes

Friday, October 17
Last Day to Submit Graduation
Applications for May 2004
(To have name appear in book)

Monday, October 20 – Friday, October 24
Midpoint of the Semester

Saturday, October 25
Friday 1/2 Day Make-up Class for 9/26
Saturday classes will be held

Friday, October 31
Last Day to Withdraw

Thursday, November 27 – Sunday,
November 30
Thanksgiving Recess

Monday, December 1
Classes Resume

Monday, December 15 – Tuesday,
December 16
Emergency/Study Days

Wednesday, December 17 – Tuesday,
December 23
Final Exam Week

Tuesday, December 23
Last Day of Classes

Spring 2004

Thursday, January 22
Classes Begin

Friday, January 30
Last Day to Add a Course
Late Registration Ends
Final Date for Submission of Graduation
Applications for May 2004

Friday, February 13
Last Day to Drop a Course
Last Day to Change Grading Option

Friday, March 19
Last Day to Withdraw from a Course

Monday, April 5 – Sunday, April 11
Spring Break

Monday, April 12
Classes Resume

Thursday, May 6 – Friday, May 7
Emergency/Study Days

Saturday, May 8 – Friday, May 14
Final Exam Week

Friday, May 14
Last Day of Classes

Sunday, May 16
Commencement

Summer 2004

First Session

- Monday, May 24
Summer I Classes Begin
- Friday, May 28
Last Day to Add a Course
Late Registration Ends
- Monday, May 31
Memorial Day Observed
- Tuesday, June 1
Classes Resume
- Friday, June 4
Last Day to Drop a Course
Last Day to Change Grading Option
- Friday, June 11
Last Day to Withdraw
Final Date for Submission of Graduation
Application for August 2004
- Sunday, June 27
Summer I Classes End

Summer 2004

Second Session

- Sunday, July 4
Independence Day
- Tuesday, July 6
Summer II Classes Begin
- Friday, July 9
Last Day to Add a Course
Late Registration Ends
- Friday, July 16
Last Day to Drop a Course
Last Day to Change Grading Option
- Friday, July 23
Last Day to Withdraw from a Course
- Sunday, August 8
Summer II Classes End

Academic Calendar

2004–2005*

Fall 2004

Saturday, August 28
Classes Begin

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

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

Wednesday, September 15
No classes to be held prior to 3:00 p.m.
Rosh Hashanah – No classes to begin
after 3:00 p.m.

Thursday, September 16 – Friday,
September 17
Rosh Hashanah – No Classes

Friday, September 24
Yom Kippur – No Classes to begin after
3:00 p.m.

Saturday, September 25
Yom Kippur – No Classes

Monday, September 27
Last Day to Drop a Course
Last Day to Change Grading Option
Final Date for Submission of Graduation
Application for January 2005

Tuesday, October 5
Friday Make-up classes for 9/17
No Tuesday classes held

Friday, October 15
Last Day to Submit Graduation
Application for May 2005
(To have name appear in book)

Monday, October 18 – Friday, October 22
Midpoint of Semester

Friday, October 29
Last Day to Withdraw from a Course

Wednesday, November 24
Friday Make-up for classes that begin
after 3:00 p.m. on 9/24 – No Wednesday
Classes held

Thursday, November 25 – Sunday,
November 28
Thanksgiving Break – No Classes

Monday, December 13 – Tuesday,
December 14
Emergency Study Days

Friday, December 17 – Thursday,
December 23
Finals Week

Thursday, December 23
Last Day of Classes

Spring 2005

Wednesday, January 19
Classes Begin

Friday, January 28
Late Registration Ends
Last Day to Add a Course
Final Date for Submission of Graduation
Applications for May 2005

Friday, February 11
Last Day to Drop a Course
Last Day to Change Grading Option

Friday, March 18
Last Day to Withdraw from a Course

Monday, March 21 – Sunday March 27
Spring Break

Saturday, April 23
Passover – No Classes to begin after
3:00 p.m.

Sunday, April 24 – Monday, April 25
Passover – No Classes

Wednesday, May 4
Monday Make-up for 4/25 – No
Wednesday Classes

*Calendar subject to change.

8 ACADEMIC CALENDAR

Thursday, May 5 – Friday, May 6
Emergency Study Days

Sunday, May 8 – Saturday, May 14
Final Exam Week

Sunday, May 15
Commencement

Summer 2005

First Session

Tuesday, May 31
Summer I Classes Begin

Friday, June 3
Late Registration Ends
Last Day to Add a Course

Friday, June 10
Last Day to Drop a Course
Last Day to Change Grading Option

Friday, June 17
Last Day to Withdraw from a Course
Final Date for Submission of Graduation
Applications for August 2005

Sunday, July 3
Summer I Classes End

Summer 2005

Second Session

Tuesday, July 5
Summer II Classes Begin

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

Friday, July 15
Last Day to Drop a Course
Last Day to Change Grading Option

Friday, July 22
Last Day to Withdraw from a Course

Sunday, August 7
Summer II Classes End

Table of Graduate Degrees 2003–2004

Replaces pages 18–19 in the 2002–2004 Graduate Bulletin.

The University awards the following graduate degrees to students who fulfill all degree requirements. Students are advised that enrollment in programs that are not registered or approved programs may jeopardize their eligibility for certain student aid awards.

Doctor of Philosophy (Ph.D.)

Clinical Psychology (HEGIS 2003.00)*

Doctor of Arts (D.A.)

Communication Disorders (HEGIS 1220.00)

Doctor of Social Welfare (D.S.W.)

Social Welfare (HEGIS 2104.00)

Master of Arts (M.A.)

Adolescence Education (HEGIS 0803.00)

Art (HEGIS 1002.00)

Art K–12 Teacher (HEGIS 0831.00)

Early Childhood Education

Pre-Certification

In-Service

Advanced Certificate

(HEGIS 0823.00)

Childhood Education (HEGIS 0802.00)

Childhood Urban Education Studies

(HEGIS 0899.50)

Community Health Education

(HEGIS 0837.00)

Educational Leadership and Technology

(HEGIS 0837.00)

Elementary Teachers PreK–6

(HEGIS 0802.00)

Health Education (GATE) (HEGIS 0837.00)

Health Education K–12 (HEGIS 0837.00)

Physical Education (GATE) (HEGIS 0835.00)

Physical Education (HEGIS 0835.00)

Psychology (HEGIS 2001.00)

School Psychology (HEGIS 0826.02)

Teaching English to Speakers of Other Languages (HEGIS 1508.00)

Master of Science (M.S.)

Adult Health Nursing Nurse Practitioner (HEGIS 1203.10)

Biology (HEGIS 0401.00)

Childhood Special Education (HEGIS 0808.00)

Childhood Special Education in Inclusive Settings (HEGIS 0808.00)

Childhood Special Education Studies

(Non-Cert) (HEGIS 0808.00)

Communication Disorders (HEGIS 1220.00)

Deaf Studies (HEGIS 0812.00)

Environmental Study (HEGIS 0420.00)

Finance and Banking (HEGIS 0504.00)

Literacy Education (HEGIS 0830.00)

Nursing Administration (HEGIS 1203.10)

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

Nursing Administration

(HEGIS 1203.10 and 0506.00)

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

Graduation Opportunity for Accelerated

Learning (GOAL) (HEGIS 0506.00)

Management (HEGIS 0506.00)

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

Social Work (HEGIS 2104.00)

Certificates in Social Work

Post-Master's Certificate Program in Clinical Practice

Post-Master's Addiction Specialist Certificate Program

Post-Master's Bilingual School Social Work Certificate (HEGIS 2104.00)

*HEGIS: Higher Education General Information Survey.

10 GRADUATE CURRICULUM

The University also awards the following post-master's advanced certificates, registered with the State of New York, to students who have fulfilled the respective advanced certificate requirements:

Advanced Certificates

Adult Nurse Practitioner (HEGIS 1203.12)
Bilingual Education for Certified Teachers
(HEGIS 0899.00)
Community Health Education
(HEGIS 0837.00)
Educational Leadership and Technology
(HEGIS 0827.00)
Human Resource Management
(HEGIS 0515.00)
Management (HEGIS 0506.00)
Nursing Administration (HEGIS 1203.12)
Teaching English to Speakers of Other
Languages (HEGIS 1508.00)
Bilingual Extension in Speech-Language
Pathology (HEGIS 1220.00)

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

Childhood and Adolescent Psychotherapy
Group Psychotherapy
Marriage and Couple Therapy
Psychoanalysis/Therapy
Psychodynamic School Therapy
Respecialization in Clinical Psychology

Admissions

Updates to 2002–2004 Graduate Bulletin Chapter VIII, page 176.

Provisional Admission

In qualifying for status as degree candidates, provisional students are required to obtain specified grade-point averages during their probationary period, as stipulated in their acceptance letter.

Expenses and Financial Aid

Updates to 2002–2004 Graduate Bulletin Chapter IX. Page numbers cited below refer to the 2002–2004 Adelphi University Graduate Bulletin.

Tuition and Fee Policy (p. 180)

The following tuition and fee policy pertains to the 2003–2004 academic year. The Board of Trustees of Adelphi University reserves the right to change this tuition and fee schedule without prior notice.

Tuition and Fee Rates 2003–2004 Academic Year

Graduate, Full Time

Social Work and Education STEP Program	
<i>(12 or more credits per semester)</i>	
Tuition and University Fees	
(\$500 nonrefundable)	\$19,550
Communication Disorders	
<i>(12 or more credits per semester)</i>	
Tuition and Fees	
(\$500 nonrefundable)	\$20,200
Gordon F. Derner Institute of Advanced Psychological Studies (Derner IAPS)	\$24,200

Graduate, All Other Programs

Tuition, per credit hour	\$590
Tuition, per credit hour	
<i>(Communication Disorders 1–11 credits per semester)</i>	\$605
Tuition, per credit hour	
<i>(Derner IAPS 1–11 credits per semester)</i>	\$700

12 EXPENSES AND FINANCIAL AID

University Fees (nonrefundable)

1–6 credits	\$400
7–11 credits	\$500

University Fees

University fees cover the use of all academic and recreational facilities and services including the library, gymnasium, health service center, counseling, and career services, and provides for security and accident insurance for all students.

Other Fees and Charges

Application Fee (nonrefundable) . .	\$50
Deferred Payment Plan Fee	\$50
Graduation Reapplication Fee . . .	\$25
Graduation Late Filing Fee	\$25
Late Registration Fee	\$50
Medical Insurance (annually) . . .	TBA
Program change, each form	\$25
Professional Liability Insurance (Specified after each course in the <i>Directory of Classes</i>) . . .	Variable
Registration Reinstatement Fee . .	\$150
Returned Check (in addition to charge for late payment of tuition)	\$25
Social Work Orientation Fee (All social work full-time graduate students, fall semester only)	\$10
Transcripts	\$10
Administrative Withdrawal Fee . .	\$100

Students who are converting undergraduate credit to graduate credit will pay the current graduate tuition rate at the time of conversion less the original amount paid. There is no deferred payment plan. There are no refunds.

Monthly Payment Plan (p. 181)

Many students have indicated a preference to pay on a monthly basis. Adelphi offers Tuition Pay (Academic Management Services AMS) 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.

Financial Assistance Programs

Assistantships (p. 183)

All assistantships are reported to the Office of Student Financial Services and will be included in the student’s financial aid package. This may affect eligibility for other types of assistance.

Federal Stafford Loan (p. 184)

The current interest rate (as of July 1, 2002) is 3.46%. Repayment of the loan begins six months after the student ceases to be enrolled at least half time.

Financial Assistance Policies (p. 185)

Adjustments to students’ financial assistance awards may be made at the discretion of the Office of Student Financial Services. Some common reasons for adjustments are: change in budgets (for example, enrolling in fewer credits per semester than what was indicated on the FAFSA form).

Student Life at Adelphi

*Updates to 2002–2004 Graduate
Bulletin, Chapter I, page 17.*

Office of Disability Support Services

Operating Hours

The Office of Disability Support Services is located in University Center, Room 310, and is open Monday through Thursday, 8:30 a.m. to 7:00 p.m. and Friday from 8:30 a.m. to 4:30 p.m. The coordinator may be reached at (516) 877-3145, TTY (516) 877-3138, or at dss@adelphi.edu.

The Interfaith Center

Religious life and practice are 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, Jewish, Muslim, and Protestant faiths. The Inter-faith Center, including the Interfaith Chapel, is located on the third floor of the University Center.

Student Counseling Center

A peer counseling hotline is available for students seeking help from other students. Peer counselors are trained in counseling and crisis intervention. The peer counseling hotline number is (516) 877-3663 and is open Monday to Friday from 7 p.m. to 11:00 p.m. when classes are in session.

College of Arts and Sciences

Updates to 2002–2004 Graduate Bulletin Chapter II. Page numbers cited below refer to the *2002–2004 Graduate Bulletin*.

Academic Advisement (p. 24)

For further instructions and information on the master's thesis students should consult with the chair of their department.

The Master of Science in Environmental Studies (p. 31) (36 credits)

Environmental studies is an interdisciplinary field of knowledge that encompasses aspects of scientific, political, social, and economic disciplines. A working knowledge of these fields is necessary for the analysis, remediation, and protection of a multitude of environmental problems on local, national, or global scales. The Environmental Studies program permits students to become conversant with the breadth of environmental problems and possible solutions while achieving a strong, experience-based concentration in one of the specific disciplines within the field.

There are three curricular options open to the student who wishes to pursue the Master's of Science degree in environmental studies. A student can elect a concentration in **environmental risk assessment** or in **the global environment**; or the student can elect a more integrative approach to the sub-

ject drawing on aspects of the two concentrations, **environmental education**.

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

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

The Master of Science in environmental studies prepares students for further study or careers in many industrial, regulatory, political, economic, and educational agencies.

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

Admission

The requirements for admission to the masters program are a bachelors degree in environmental studies or a related field, and demonstrated promise of successful achievement in the field. Work experience in related environmental fields will be considered

with regard to the above requirements. Students are admitted as regularly matriculated students, or on a provisional basis as non-degree students. Graduate Record Examination scores in the verbal and quantitative tests are required. Applicants should contact the program director.

Note: It is not necessary for an undergraduate student at Adelphi University to complete the bachelors degree before entering the graduate program. By careful scheduling of courses it should be possible for a student to complete both the bachelors and masters degrees within 5 years.

I. Common Courses
(9 credit minimum)

This is a group of courses constructed around the broader themes of environmental studies. They provide the perspectives of the fields contributing to the evaluation of contemporary environmental issues. The connections between scientific disciplines and the social and cultural processes are estab-

lished to provide the necessary contexts in the search for solutions to environmental problems. The student selects, through advisement, a minimum of 9 credits to best reflect the focus of the intended concentration.

ENV 500	Environmental Studies Introductory Seminar (3 credits)
ENV-BIO 614	Ecological Systems (4 credits)
ENV-ECO 530	Environmental Economics (3 credits)
ENV-POL 560	International Environmental Policy (3 credits)

II. Concentrations
(21 credit minimum)

The selected area of concentration encompasses the majority of the course work for the student. A total of 21–24 credits, including directed research, fieldwork, and electives may be associated with the concentration. In following the global physical environment or the global human environment, the student acquires a technical and theoretic-

Requirements for the M.S. in Environmental Science

Course Area	Course Level	Concentration	Environmental Education
Common Courses	500	9 credits	12–15 credits
1st Concentration	600*	15 credits	9–12 credits
2nd Concentration	500–600	6 credits req.**	6 credits
Synthesis Courses	700	3 credits**	3 credits
Thesis or Internship	700	3 credits	3 credits
Total		36 credits	36 credits

* Up to 6 credits of 500 level courses with the permission of the advisory committee.

** Several courses are recommended to students who want electives in business or environmental economics in addition to environmental studies courses in microeconomics and environmental economics. Eight elective credits of course work may also be taken in the School of Business out of the total 36 credits required for the M.S. in environmental studies.

cal level of sophistication in areas fundamental to the contemporary study of the environment.

A. The Global Physical Environment

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

EAS-ENV 501	Principles of Earth Science I (3 credits)
EAS-ENV 502	Principles of Earth Science II (3 credits)
CHE-ENV 570	Principles of Toxicology (4 credits)
EAS-ENV 654	Oceanography (3 credits)
EAS-ENV 671	Climatology (3 credits)
EAS-ENV 674	Hydrogeology (3 credits)
EAS-ENV 761	Marine Geology, (3 credits)
ENV 630	Special Topics in the Global Physical Environment (offered as needed, 3–4 credits)

Examples of these special topics include:

- Coastal and Wetland Management (3 credits)
- Waste Management (formerly EAS 785 4 credits)
- Technical Aspects of Pollution Control (ENV-PHY 3 credits)
- Physics and Problems of Pollution (ENV-PHY 6xx 3 credits)

ENV 632	Workshops in the Global Physical Environment
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This course may be offered on an individual basis, as tutorials, formal courses, or workshops, and reflect the use of campus laboratory facilities, local research facilities, and more distant field locations. Among these topics are included:

- Physical Instrumentation for Environmental Analysis
- Maps and Mapping
- Technical and Computational Aspects of Pollution Control
- Field Monitoring and Pollution Control
- Special Projects in the Physical Environment (to be offered as needed)

B. The Global Human Environment

The global human environment concentration studies the complex biological and cultural interactions of human populations through time, with their varied environmental and geographic contexts. This subject is the focus of the sub-fields of evolution, ecology, anthropology, epidemiology and forensics. These courses accentuate the dynamic interactions of these factors and their resulting effects on the intricate natural cycles of the biosphere, and methods of health risk assessment.

ENV 560	Human Ecology (3 credits)
ENV-ANT 565	Human Geography And Ethnography (3 credits)
ENV-ANT 566	Populations, Health and Disease Ecology (4 credits)

ENV-BIO 567	Environmental Pollutants and Disease (3 credits)
ENV-BIO 625	Community Ecology And Evolution (3 credits)
ENV-ANT 640	Paleopathology and Paleodemography (4 credits)
ENV 631	Special Topics in the Global Human Environment (3-4 credits)

Examples of these special topics include:

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

ENV 633	Workshops in the Global Human Environment (3-6 credits)
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Workshop topics include:

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

B1. Global Human Environment: Specialization in Environment and Health

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

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

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

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

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

- ECA 520 Macroeconomics
(3 credits)
- BUS 551 Legal and Ethical
Environment
(3 credits)

- BUS 652 Government and Public Policy (3 credits)

III. Advanced Offerings

ENV 700	Graduate Seminar (3 credits)
ENV 762	EA / EIS Preparation (3 credits)
ENV 791	Internship (3 credits)
ENV 798	Guided Research (3 credits)
ENV 799	Thesis Research (3 credits)

New Courses

BIO 525 Introduction to Transmission Electron Microscopy (4 credits)

Prerequisites: 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 week.

BIO 526 Scanning Electron Microscopy (4 credits)

Prerequisites: Permission of Instructor

This course introduces students to the theory and applications of scanning electron microscopy (SEM) in the biological sciences. Through hands-on approaches, students learn to prepare and examine selected biological samples with the SEM and develop a portfolio of photographic images. The course culminates in the undertaking of an independent student project.

CHE 590 Chemistry: Special Topics (1–6 credits)

ENV-ANT 566 Populations, Health and Disease Ecology (4 credits)

This course studies the human factors affecting environmental conditions and subsequently the distribution and ecology of diseases. The nature of infectious diseases affecting humanity, and the efforts to control and eradicate them, are examined from an interdisciplinary point of view.

ENV-ANT 640 Paleopathology and Paleodemography (4 credits)

This cross-disciplinary analysis of the origins, evolution, and transmission of diseases in the contexts of the dynamic interactions among environments, disease-reservoirs, vectors, and hosts. Included are the scope and methods of recovering bio-cultural characteristics from extinct and extant populations, the impact of culture change and population densities in disease, and the predictability of current and future health patterns.

Gordon F. Derner Institute of Applied Psychological Studies Derner IAPS

Updates to 2002–2004 Graduate Bulletin Chapter III. Page numbers cited below refer to the 2002–2004 Graduate Bulletin.

The Master of Arts in General Psychology

(p. 45–46)

The Master of Arts in general psychology requires completion of a 36 credit course of study composed of 18 core credits and 18 elective credits. Two of the core courses are offered each trimester along with various electives. Students can complete their degree in one year by taking two core courses and two elective courses in each trimester, or they can progress at a more leisurely pace. Students may choose to concentrate their electives in specific tracks such as forensic, pre-clinical, or industrial/organizational psychology, or they may choose to sample a variety of electives with no specific concentration. At the end of their course of study students are required to pass a comprehensive exam. Following is a list of when core courses are given.

Fall

PSI 606	Research Design I
PSI 609	Consciousness and Cognition

Spring

PSI 646	Research Design II
PSI 607	Developmental Psychology

Summer

PSI 602	Theories of Personality
PSI 603	Theories of Psychopathology

The Master of Arts in School Psychology

Derner IAPS has added a Master of Arts in school psychology to the graduate programs of study listed on p. 45 of the 2002–2004 *Graduate Bulletin*.

The Master of Arts in school psychology enables students to practice in a school setting using integrated skills, such as providing comprehensive psychoeducational evaluations and school consultations. Various field placements during the course of the curriculum provide students with the beginning skills in conjunction with a didactic course. The school practice core culminates with a full time internship in a public school working under the supervision of a certified school psychologist.

The Program

The master's degree in school psychology is a 72-credit program that can be completed in three years full-time or four years part-time study; some attendance during summer sessions would be needed for either the three-year or four-year plan of program completion. Core courses will be in psychology and education, with 12 credits in assessment and a 30-credit core of school practice preparation, which includes the internship. Within the 30-credit

core of school practice preparation, there will be various field placements, and practica, in addition to the internship. The field placements will provide an opportunity for students to practice beginning skills in conjunction with a didactic course. Practica will provide more intensive opportunity to use integrated skills, such as providing comprehensive psychoeducational evaluations and school consultation. The school practice core culminates with a full-time internship in a public school, working under the supervision of a certified school psychologist.

Courses beginning with the prefix 0504 are specific to the school psychology program; the prefix 502 indicates courses in common with the Master of Arts in general psychology. The remaining prefixes (0805, 0807, 0810, and 0878) designate courses within the School of Education.

Individuals with an M.A. in school psychology will meet the requirements for provisional certification as a school psychologist in New York State. Employment may be obtained in public schools; currently there is a shortage of school psychologists. Other employment opportunities may exist in state-run agencies, such as the Office of Developmental Disabilities.

Classes are scheduled for late afternoon and evenings. This allows candidates to earn a master's degree while employed.

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

Psychology Foundations (15 credits)

Required Courses (6 credits)

0502 603	Theories of Psychopathology
0504 602	Psychoanalytic Theory
Variable Courses (choose 9 credits)	
0502 602	Theories of Personality
0502 607	Developmental Psychology
0502 609	Consciousness and Cognition
0504 702	Urban Issues In Psychology
0504 704	Gender Issues In Psychology

Educational Foundations (9 credits)

Required Courses (3 credits)

0504 604	Overview of School Support Services
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Variable Courses (choose 6 credits)

0805 601	School and Society
0807 600	Childhood Development
0810 600	Introduction to Special Education
0810 700	Families, Culture, and Children
0801 723	Special Topics in the Emotional Life of the Child
0878 603	Language Disorders in Children

Assessment (12 credits)

Required Courses (12 credits)

0504 607-608	Intellectual Assessment I, II
0504 605	Personality Assessment
0810 720	Formal and Informal Methods Assessment

School Practice Core (30 credits)**Required Courses**

- 0504 610 Psychopathology of
Children and
Adolescents
- 0504 612 Clinical Intervention in
a School Setting
- 0504 614 Pro seminar in School
Psychology
- 0504 616 Consultation in School
Settings
- 0504 618 Practicum in School
Psychology
- 0504 619–620 Internship in School
Psychology I, II
- 0504 708 Counseling Techniques
in School Psychology
- 0504 710 Principles of Behavior
Change

Research (9 credits)**Required Courses** (6 credits)

- 0504 622 Statistics for School
Psychologists
- 0504 624 Introduction to Tests
and Measurements

Variable Requirement (choose
3 credits)

- 0502 606 Psychological Research
- 0805 603 Inquiry I

Ph.D. in Clinical Psychology**Course Additions and Deletions**

(p. 47)

First Year add:

PSI 628 Assessment of Personality

Fourth Year delete:

PSI 812 Psychotherapy Practicum III

PSI 813 Psychotherapy Practicum IV

School of Business

*Updates to 2002–2004 Graduate
Bulletin Chapter IV. Page numbers
cited below refer to the 2002–2004
Graduate Bulletin.*

**The Hagedorn Hall of
Enterprise**

Adelphi has designated the building that houses the School of Business as the Hagedorn Hall of Enterprise and will inaugurate an annual program on corporate social responsibility named for the noted Long Island business leader and philanthropist Horace Hagedorn.

**GOAL M.B.A. Program
Graduate Opportunity for
Accelerated Learning** (p. 62)

Applicants to the GOAL M.B.A. program must have a minimum of four years managerial experience and sponsorship from their employer.

School of Education

Updates to *2002–2004 Graduate Bulletin Chapter V*. Page numbers cited below refer to the *2002–2004 Graduate Bulletin*.

Professional Philosophy

The mission of the School of Education is to prepare teachers and professionals in education and allied fields to take leadership roles in schools, hospitals, clinics, and other educational and therapeutic settings. Based on the belief that the educational leaders of the 21st century will have to adapt to rapid social, cultural, demographic, and technological changes, our programs mesh a strong foundation in the liberal arts and sciences to professional preparations that link theory with practice in meaningful ways.

Our core values focus on scholarship, teaching as a reflective practice, social justice, diversity, wellness, and creativity. To this end we have created a program grounded in field-based learning and academic knowledge. We have strong ties with diverse schools and clinical settings which provide opportunities for teachers, college faculty, and students to engage with school age children and adults ranging from those at-risk to the gifted. We seek to prepare teachers and those in allied fields to enter their profession with pride, grounded in multiple theories and practices of how students learn and think, and with a demonstrated ability to impact on P–12 student outcomes.

Organizational Structure

The School is organized into five major departments:

- Education Studies
- Special Education
- Literacy and Leadership
- Communication Sciences and Disorders
- Health Studies, Physical Education and Human Performance Sciences.

These departments offer a wide range of programs leading to certification in elementary and secondary education, special education, TESOL and bilingual education, literacy, educational leadership and technology, physical and health education, and speech and communication disorders.

I. Department of Education Studies

Childhood and Adolescence Education

Master of Arts Childhood Education
(*precertification*)

Master of Arts in Childhood Urban Education Studies
(*Teaching Fellows Program*)

Master of Arts Elementary Teachers, PreK–6
(*in-service*)

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

Art Education

Master of Arts in Art Education

Bilingual Education and TESOL

Bilingual Education Extensions to
Childhood, Early Childhood,
Adolescence, Literacy, TSSLD
Certification, and Special
Education
Master of Arts in TESOL (Teaching
English to Speakers of Other
Languages)
Advanced Certificate in TESOL

II. Department of Special Education

Master of Science in Childhood
Special Education (*in-service*)
Master of Arts in Childhood Special
Education Studies (*non-*
certified)
Master of Science in Childhood
Special Education in Inclusive
Settings (*New York State dual*
certification)

III. Department of Literacy and Leadership

Master of Science in Literacy
Master of Arts in Educational
Leadership and Technology
Certificate in Educational
Leadership and Technology
Advanced Certificate in Educational
Leadership and Technology

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

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

Advanced Certificate in Community
Health Education

Physical Education and Human Performance Science

Master of Arts in Physical
Education Specializations:
Adapted Physical Education
Exercise Physiology
Sports Management

V. Department of Communication Sciences and Disorders

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

Education Studies (p. 80)

The department of education studies comprises graduate teacher preparation programs in art education, childhood, early childhood, adolescence education, TESOL and bilingual education. The programs in the department are registered with the New York State Department of Education to recommend initial and professional teacher certification in the certificate title for which the degree is awarded. All students should apply for certification through Adelphi University in the semester during which they plan to complete graduation requirements.

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

In addition to the requirements for admission stated in the 2002–2004 Graduate Bulletin, students are also required to submit an artistic statement and portfolio of artwork reflecting a variety of media for admission into the program.

Students who currently hold visual arts certification should enroll in a graduate program leading to initial certification in an area other than art education in order to fulfill professional (permanent) certification requirements for both areas. Already certified art educators may also enroll in the M.A. in art, which fulfills State regulations for professional (permanent) certification in art education. The M.A. in art is offered through the College of Arts and Sciences.

Note: In compliance with new State regulations, this program requires a minimum of 100 hours of fieldwork in schools prior to student teaching.

Revisions to Program Overview (p. 86)

General Pedagogical core (7 credits)

EDS 603	Inquiry I was deleted
ELY 545	Children's Literature was added

Content Core (9 credits)

Select three courses from the following:

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

Courses in this strand may also be chosen from graduate Special Topics workshops in the summer.

The M.A. in Early Childhood Education

Esther Kogan, *Program Director*

The early childhood program at Adelphi University, is committed to the growth and well being of children from birth to eight years of age; and dedicated to the professional education and personal development of early childhood teachers as advocates for children, possessed of moral purpose and vision. In guiding young children's learning and development, early childhood teachers must possess the knowledge, skills, and sensitivity to interact successfully with not only the young child, but also the parents, guardians, paraprofessionals, community organizations and others whose actions affect children. Moreover, they must meet the needs and demands of diverse communities and cultivate intellectually vital, socially just, and aesthetically rich individuals.

The early childhood education program envisions the teacher as a professional educator who understands the vulnerability of the early years and realizes the impact of these early experiences on later development and learning. These professional educators will possess the knowledge, skills, and values that enable:

- Awareness and sensitivity to the development of children. Particularly stressing how living and being raised by a particular family, in a particular culture and community, and attending a

particular educational setting, shapes the child's development, personality, aspirations, and life opportunities.

- Responsiveness to differences of culture, language, ethnic background, gender, and ability in our classrooms. These issues must permeate every curriculum and educational decision.
- Ability to engage in reflective practices to generate an understanding of the fact that the teacher is an individual affected by multiple embedded contexts, such as the political and economic frameworks, field policies and practices, school administration, school population, students' needs, interests, and backgrounds, and the teacher's own preparation and educational philosophy.
- Responsiveness to continual growth as professional educators. Work in collaboration with other professionals to build a community of responsible educators.

The early childhood education program offers a course of study designed to engage teachers in collaborative work that is interdisciplinary, multidisciplinary and inquiry-based. In-class didactic experiences and activities, field-work placements, and student teaching are all planned to increase candidate awareness and sensitivity to the development of children and to provide insight into the physical, social, emotional, cultural, intellectual, and creative life of a child. In addition, differences of culture, language, ethnic background, gender, and ability among children permeate every aspect of the

curriculum. Candidates will cultivate their own practice by engaging in action research and reflective experiences, culminating with the articulation of a personal vision and ready to become contributors to the advancement of the field.

Candidates enrolled in the early childhood program will compile a portfolio, which will be focused on discovery, insight, understanding, and application of major issues related to the field of early childhood. The portfolio will be developed on an on-going basis, starting the semester of enrollment and finishing it prior to student teaching. Please see the department for details.

Structure of the Early Childhood M.A. Program

The M.A. in early childhood education has 3 different tracks:

- I. M.A. Pre-certification, for students without prior initial certification in a teaching area (37–43 credits).
- II. M.A. In-service, for students holding NYS initial teaching certification in an area other than Early Childhood Education (30–39 credits).
- III. Advanced Certificate, for students who hold NYS Certification in any teaching area (20 credits).

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

This track requires a minimum of 37 credits and a maximum of 43 credits. Six credits can be waived without substitution based on prior coursework (undergraduate or graduate).

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Introductory Course (3 credits)

EYC 650 Facing History: Roots of Early Childhood Education and Foundations for Practice (3 credits)

Educational Foundations

(13 credits)

ECH 600 Childhood Development (3 credits)

EEC 600 Introduction to Special Education (3 credits)

EYC 655 Children's Play: A Source of Development and Learning (3 credits)

EYC 660 Assessment, Observation and Documentation in Early Childhood Settings (2 credits)

EYC 670* Classroom Management for Early Childhood Educators (2 credits)

**To be taken concurrently with EYC 800 Field Experience*

Subject Matter Core (15 credits)

ELY 545 Children's Literature (3 credits)

ELY 625 Approaches to Teaching Literacy in Childhood Education (3 credits)

ELY 665 Artistic and Creative Expression in Young Children (2 credits)

ECH 710 Mathematics and Technology in Childhood Education (3 credits)

ECH 720 Science, Technology in Childhood Education (3 credits)

HED 610 Health Promotion for Teachers (1 credit)

Intensives (3 credits)

Choose a minimum of three one-credit intensives

EYC 550 Special Topics

EYC 551 Speech and Language Development

EYC 552 The English Language Learner Student

EYC 553 The Gifted Child

EYC 554 Working with Paraprofessionals in the Classroom

EYC 555 Block Building

EYC 556 Sensory Learning

EYC 557 Introduction to the Administration and Supervision of Early Childhood Settings

Reflective Practice (9 credits)

EYE 800 Field Experience in Early Childhood Settings and Culminating Project (3 credits)

EYC 820 Student Teaching in Early Childhood Settings (6 credits)

OR

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

Program of Study Track II:

In-service M.A.

This track requires a minimum of 30 credits and a maximum of 39 credits, depending upon waived courses.

The following 19 credits may be waived if appropriate coursework (graduate or undergraduate) is presented. Graduate course substitution will be required to meet the minimum of 30 credits.

- ECH 600 Childhood Development (3 credits)
- EEC 600 Introduction to Special Education (3 credits)
- ELY 545 Children's Literature (3 credits)
- ELY 625 Approaches to Teaching Literacy in Childhood Education (3 credits)
- ECH 710 Mathematics and Technology in Childhood Education (3 credits)
- ECH 720 Science and Technology in Childhood Education (3 credits)
- HED 610 Health Promotion for Teachers (1 credit)

Introductory Course (3 credits)

EYC 650 Facing History: Roots of Early Childhood Education and Foundations for Practice (3 credits)

Educational Foundations

(13 credits)

ECH 600 Childhood Development (3 credits)

EEC 600 Introduction to Special Education (3 credits)

EYC 655 Children's Play: A Source of Development and Learning (3 credits)

EYC 660 Assessment, Observation and Documentation in Early Childhood Settings (2 credits)

EYC 670* Classroom Management for Early Childhood Educators (2 credits)

**To be taken concurrently with EYC 801 Field Experience*

Subject Matter Core (15 credits)

ELY 545 Children's Literature (3 credits)

ELY 625 Approaches to Teaching Literacy in Childhood Education (3 credits)

ELY 665 Artistic and Creative Expression in Young Children (2 credits)

ECH 710 Mathematics and Technology in Childhood Education (3 credits)

ECH 720 Science, Technology in Childhood Education (3 credits)

HED 610 Health Promotion for Teachers (1 credit)

Intensives (3 credits)

Choose a minimum of three one-credit intensives.

EYC 550 Special Topics

EYC 551 Speech and Language Development

EYC 552 The English Language Learner Student

EYC 553 The Gifted Child

EYC 554 Working with Paraprofessionals in the Classroom

EYC 555 Block Building

EYC 556 Sensory Learning

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EYC 557 Introduction to the Administration and Supervision of Early Childhood Settings

Reflective Practice (5 credits)

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

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

OR

EYC 822 Summer Practicum in Early Childhood Settings for Teachers Certified in Other Areas (3 credits)

**Program of Study Track III:
Advanced Certificate**

This track requires a total of 20 credits and a prerequisite of 6 credits (graduate or undergraduate) in literacy.

Introductory Course (3 credits)

EYC 650 Facing History: Roots of Early Childhood Education and Foundations for Practice (3 credits)

Educational Foundations (9 credits)

EYC 655 Children's Play: A Source of Development and Learning (3 credits)

EYC 660 Assessment, Observation and Documentation in Early Childhood Settings (2 credits)

EYC 665 Artistic and Creative Expression in Young Children (2 credits)

EYC 670* Classroom Management for Early Childhood Educators (2 credits)

**To be taken concurrently with EYC 801 Field Experience*

Subject Matter Core (15 credits)

ELY 545 Children's Literature (3 credits)

ELY 625 Approaches to Teaching Literacy in Childhood Education (3 credits)

ELY 665 Artistic and Creative Expression in Young Children (2 credits)

ECH 710 Mathematics and Technology in Childhood Education (3 credits)

ECH 720 Science, Technology in Childhood Education (3 credits)

HED 610 Health Promotion for Teachers (1 credit)

Intensives (3 credits)

Choose a minimum of three one-credit intensives.

EYC 550 Special Topics

EYC 551 Speech and Language Development

EYC 552 The English Language Learner Student

EYC 553 The Gifted Child

EYC 554 Working with Paraprofessionals in the Classroom

Reflective Practice (5 credits)

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

EYC 900 Applied Practicum in
Early Childhood
Settings (3 credits)

New Courses (EYC)**EYC 650 Facing History: Roots of
Early Childhood Education***(3 credits)*

This course is designed to examine the philosophical, historical, psychological, cultural, social, and ethical foundations of early childhood education. The course will enable students to engage in discussions about the historical overview of attitudes toward children; the emergence of developmental theories; contexts of development; and contemporary issues and future concerns in the field of early childhood education.

**EYC 655 Children's Play:
A Source of Development
And Learning***(3 credits)*

This course will enable students to (a) develop an understanding of the historical evolution of play; (b) describe the contributions that play makes to children's development; (c) gain familiarity with the play behaviors of young children with special needs, and (d) examine the roles of the teacher and parents in play.

**EYC 660 Assessment, Observation,
and Documentation in Early
Childhood Settings***(2 credits)*

This course will enable students to (a) understand assessment as a decision-making, collaborative process involving children, teachers, parents, and other professionals; (b) explore different methods of assessing young children; (c) understand the value of documentation as an on-going practice to gain insight into children's development and to guide curricular decisions based on children's needs, interests, and abilities.

**EYC 670 Classroom Management
for Early Childhood Educators***(2 credits)*

This course will examine the linkage among educational goals, instruction, and management in early childhood settings. It will enable students understand the meaning of managing the physical and psychosocial environment of the classroom; managing instruction; managing students at work; managing student behavior; managing communication with students, parents and other teachers; and managing the work of paraprofessionals in the early childhood classroom.

**EYC 665 Artistic and Creative
Expression in Young Children***(2 credits)*

This course will examine artistic and creative expression from infancy through childhood with an emphasis on how art education can support, enrich, and nurture cognitive, emotional, and social development and enhance general education as well as art education. Material and practical applications will form a significant component of the course.

Intensives

Early childhood teachers face unique educational, family, and societal challenges. Changes in educational policies, practices, and research are leading to new ideas about how to plan and deliver developmentally appropriate educational programs for young children. The goal of the intensives is to address different contemporary themes and issues that influence the care and education of children from birth through age 8. The intensives will be open to current Adelphi graduate students from all education programs as well as for teachers in general to respond to the need for obtaining ongoing professional development. All intensives are to be taken for 1 credit. The minimum requirement for the students in the early childhood program is 3 intensives.

EYC 551 Speech and Language Development *(1 credit)*

An introduction to the nature of early speech and language development, birth to five years. Topics will include the acquisition and interrelationships among phonology, semantics, morphology, and syntax; identification of children with speech/language delays; and teacher/parent strategies to facilitate language development in a variety of contexts.

EYC 552 The English Language Learner Student *(1 credit)*

The population of young children in our educational settings represents a number of different cultures and ethnicities, thus creating interesting challenges for early childhood educators. Many children speak languages other

than English and behave differently reflective of cultural customs and values. This intensive explores issues related to planning learning opportunities and outcomes for these children.

EYC 553 The Gifted Child *(1 credit)*

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

EYC 554 Working With Paraprofessionals in the Classroom *(1 credit)*

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

EYC 555 Block Building *(1 credit)*

This intensive will explore the values and uses of blocks as a material and block play for extending children's growth and development as well as a teaching/learning method in early childhood settings.

EYC 556 Sensory Learning *(1 credit)*

An introduction to sensory learning and sensory integration. Topics will include the nature of normal sensory functioning; multisensory learning in the classroom; identification of children with sensory integration problems;

and strategies to support learning in children with hyper- or hypo-sensitivities, attention problems, organization and transition issues.

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

This intensive will introduce students to the field of educational administration and supervision of early childhood settings.

EYC 550 Special Topics (1 credit)

This intensive will offer a new selection of topics each year that address a variety of contemporary themes and issues that influence the education and care of young children and their families.

EYC 800 Field Experience in Early Childhood Settings and Culminating Project (3 credits)

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

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

This course provides fieldwork experiences in the early childhood program. Students are required to spend a minimum of 50 clock hours with students

in early childhood settings, including experiences with pre-kindergarten, kindergarten, and grades 1 through 2. Students are expected to observe and participate in the daily routine of an early childhood setting. Students will also participate in 10 2-hour workshops during the semester of the field experience aimed at guiding students in the completion of a culminating project.

EYC 820 Student Teaching in Early Childhood Settings (6 credits)

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

EYC 821 Practicum in Early Childhood Settings (for teachers certified in other areas) (3 credits)

Students are required to spend a minimum of eight weeks under the supervision of a certified early childhood educator. Experiences will cover at least two of the following age groups: pre-kindergarten, kindergarten, and grades 1 through 2, and will include practice teaching and individual and small group instruction. Students work with a cooperating early childhood teacher and a supervising University early childhood educator, who also teaches a reflective practice seminar

one evening each week during the semester of the practicum.

EYC 822 Summer Practicum In Early Childhood Education *(for teachers certified in other areas)*
(3 credits)

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

EYC 851/852 Student Teaching 1 and 2 In Early Childhood Settings *(for uncertified early childhood teachers)*
(6 credits)

Students are required to spend a minimum of eight weeks in either a fall or spring semester during which time they will be observed on a regular basis within their own early childhood classroom by a university supervisor. The following summer, the student is required to undertake a student teaching placement under the supervision of a cooperating, certified early childhood teacher and a university supervisor for a minimum of six weeks in a different age range. Students work with a cooperating early childhood teacher and a supervising university early childhood educator, who also teaches a reflective practice seminar one evening each

week during the entire semester of the first student teaching experience and meets twice weekly with the student teacher during the summer placement.

EYC 900 Applied Practicum in Early Childhood Settings *(for teachers certified in other areas)*
(3 credits)

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

The M.A. in Childhood Education (p. 81)

Revision

Special Needs (p. 82)

Ignore "Note" under special needs. It is not necessary for students seeking NYC licensure to take three additional credits in special education.

In-Service Program, Required Core (33 credits for M.A.) (p. 83)

Add:

ECH 723 Masters Seminar:
 Inquiring into Teaching
 and Learning under

Bilingual Education and TESOL (p. 87)

Revisions

In compliance with new state regulations, the M.A. in TESOL requires a minimum of 100 hours of fieldwork in schools prior to student teaching.

The following courses are now titled (p. 88):

EBE 820	Student Teaching in TESOL for Uncertified Students
EBE 821	Practicum in TESOL for Teachers Certified in Other Areas
EBE 822	Summer Practicum in TESOL for Teachers Certified in Other Areas
EBE 851/852	Student Teaching I and II in TESOL for Uncertified Teachers

M.S. Programs in Literacy and Leadership (p. 91)

Carole S. Rhodes, *Chair*

The department of literacy and leadership offers graduate programs leading to degrees in literacy or education leadership and technology. The M.S. in literacy affords candidates the opportunity to pursue studies leading to certification as a New York State literacy specialist in one of three certification areas: Birth–Grade 6 (36 credits), Grades 5–12 (36 credits), or Birth–Grade 12 (42 credits). The educational leadership and technology program combines education, business, and technology courses under a leadership umbrella. Students can take a 36 credit Master of Arts or a 30 credit Certificate program to qualify for a School Supervisor and Administration

license (SAS) from New York State. The SAS certification qualifies graduates for positions as principal, assistant principal, director, chairperson, or supervisor within schools.

Specific Requirements for All Majors in Literacy

(Replaces requirements listed on p. 92)

Certification Birth through Grade 5 (36 credit program)

Core Requirements (3 credits each)

ELY 545	Children's Literature
ELY 600	Literacy and Research: Inquiry I
ELY 602	The Reading-Writing Connection
ELY 653	Literacy and Culture
ELY 750	Assessing and Addressing Literacy Needs I
ELY 751	Assessing and Addressing Literacy Needs II
ELY 753/755	Practicum in Literacy I
ELY 754/756	Practicum in Literacy II
ELY 800	Organizing, Supervising, and Reforming Literacy Programs
ELY 810	Literacy and Research: Inquiry II

Electives (6 credits by advisement)

Certification Grade 5 through Grade 12 (36 credit program)

Core Requirements (3 credits each)

ELY 521	Literature for Young Adults
ELY 600	Literacy and Research: Inquiry I
ELY 603	Literacy in the Middle and Secondary Schools

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ELY 653	Literacy and Culture
ELY 750	Assessing and Addressing Literacy Needs I
ELY 751	Assessing and Addressing Literacy Needs II
ELY 753/755	Practicum in Literacy I
ELY 754/756	Practicum in Literacy II
ELY 800	Organizing, Supervising, and Reforming Literacy Programs
ELY 810	Literacy and Research: Inquiry II

Electives (6 credits by advisement)

Certification Birth Through Grade 12 (42 credits)

Core Requirements (3 credits each):

ELY 521	Literacy for Young Adults
ELY 545	Children's Literature
ELY 600	Literacy and Research: Inquiry I
ELY 602	The Reading-Writing Connection
ELY 603	Literacy in the Middle and Secondary Schools
ELY 653	Literacy and Culture
ELY 750	Assessing and Addressing Literacy Needs I
ELY 751	Assessing and Addressing Literacy Needs II
ELY 753/755	Practicum in Literacy I
ELY 754/756	Practicum in Literacy II
ELY 800	Organizing, Supervising and Reforming Literacy Programs
ELY 810	Literacy and Research: Inquiry II

2 Free Education Electives

The M.S. in Childhood Special Education

Alan R. Cohen, *Chair* (p. 92)

Recent New York State regulations require that students wishing to become special educators must also be certified in a particular grade range. The M.S. in childhood special education is an in-service program for students who already hold initial (provisional) certification in childhood (elementary) education. For students who hold no certification or hold certification in an area other than elementary and/or special education, the department offers the special education in inclusive settings program.

Childhood Special Education (for students certified in elementary/childhood education) Program Overview (36 credits)

(revisions to p. 93)

EEC 700, EEC 705, and EEC 720 may be taken concurrently with 600-level courses.

EEC 700	Families, Cultures, and Learning (fieldwork required)
EEC 705	Team Collaboration
EEC 710	Classroom Management (fieldwork required)
EEC 720	Formal and Informal Methods of Assessment

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

Required Special Education Courses (p. 94)

Foundation Courses (21 credits)

Core Courses (12 credits)

Program Overview (36 credits)
(revisions to p. 95)

EEC 700, EEC 705, and EEC 720 may be taken concurrently with 600-level courses.

EEC 700	Families, Cultures, and Learning (fieldwork required)
EEC 705	Team Collaboration
EEC 710	Classroom Management (fieldwork required)
EEC 720	Formal and Informal Methods of Assessment

Master's Degree Programs in Communication Sciences and Disorders (p. 106)

All students must take academic coursework at the program site (i.e., the Manhattan Center, St. Joseph's College, or the main campus in Garden City) to which they were admitted. (Exceptions are granted only with prior approval of the student's academic adviser.) Students enrolled at the Manhattan Center or the St. Joseph's site will be required to take their in-house clinical practice and related clinical seminars in Garden City.

All students are expected to acquaint themselves with department and

University requirements and regulations (see *Graduate Student Advisement Manual*) and to consult closely with their academic advisors in order to fulfill both academic and practicum requirements leading to the Certificate of Clinical Competence of the American Speech-Language-Hearing Association and New York State licensure.

The Master's program in communication disorders (speech-language pathology concentration) is a 56-credit program that is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). The audiology concentration is a 53-credit program, and is also accredited by the CAA of ASHA.

Students must complete a series of supervised clinical practica, both at the Hy Weinberg Center for Communication Disorders and in at least two of our outside clinical facilities. Students must earn a grade of B– or better in SPH 660 prior to enrolling in an outside practicum. During their course of study, students are limited to one outside clinical placement during the summer session. All students should expect to do their outside placements during daytime hours. For students whose undergraduate education did not include supervised clinical practice, it may be necessary to enroll in additional clinical practica in order to meet the clock hour requirements mandated by the ASHA.

Students pursuing NYS Teacher of Students with Speech and Language Disabilities (TSSLD) certification in addition to NYS license and ASHA Certificate of Clinical Competence (CCC) must consult with the coordina-

tor of clinical practicum in the schools to develop a program of study.

In addition to the course work and practica requirements for the M.S. degree, students must attend the Hy Weinberg Memorial Lecture Series offered each semester on the Garden City campus. Notification of dates of the lecture series will be available at the beginning of each semester; it is the responsibility of the students to attend these lectures.

Students concentrating in audiology should be aware that audiology courses may be offered during the first summer session and that it will be necessary to take the courses at these designated times.

Comprehensive Exam (*p. 107*)

To be eligible for graduation, Master's level students must pass a departmental comprehensive examination. The comprehensive exam for audiology or speech-language pathology is offered two times during the academic year (fall and spring semesters). Students planning to graduate in August are eligible to sit for the comprehensive exam in the spring semester. Applications for this examination must be approved by the student's academic advisor during the semester prior to taking the examination.

Clinical Practicum (*p. 107*)

The following clinical practicum courses are graded on a Pass/Fail basis: SPH 661, 662, 663, 664, 665, 669, 674, and 675.

NYS Certification as Teacher of Students with Speech and Language Disabilities (TSSLD) (*p. 108*)

Course prefix changes:

EDU 600 Child Development
EDU 601 Education and Society

Title change:

HED 607 Health Education
Training for Teachers

Students are required to take:

SPH 561 Speech-Language
Pathology in a School
Setting

AND

SPH 674
or 675

Clinical Practice in a
School Setting/Bilingual
School Setting (replaces
SPH 661 in the general
master's curriculum).

Students must also pass the LAST and ATSW.

Course prefix changes (*p. 111*):

EEC 600 Childhood Development
LRC 653 Language, Literacy, and
Culture

Bilingual Extension to the TSSLD

Susan Lederer, *Coordinator*

The clinical requirement can be met by taking SPH 675: Clinical Practice in a Bilingual School Setting (in place of 674 in the TSSLD program).

The Doctor of Arts in Communication Disorders

Admissions (p. 111)

Students **MUST** have completed a master's degree or its equivalent in speech-language pathology before admission to the Doctor of Arts program.

Elective Courses (p. 112):

SPH 700	Language and Thought
SPH 712	Neurological Bases of Speech
SPH 713	Otolaryngological Aspects of Speech Pathology and Audiology
SPH 831	Seminar in Prosthetic Amplification
SPH 832	Management of the Acoustically Handicapped
BIO 630, 631	Selected Topics in Biology
PSI 610	Freud and Psychoanalysis
PSI 644	Advanced Psychological Statistics and Measurements
PSI 645	Design and Analysis of Experiments
LIN 601	Structural Linguistics

Teaching Fellows Program (p. 115)

This alternative track certification program, in partnership with the New York City Department of Education, offers a Master of Arts in childhood urban education studies. Candidates are recruited directly through the Center for Recruitment and Professional Development, a division of the Department of Education. For information, interested

students may contact teaching fellow program advisers or go directly to the program's web sites www.nycboe.net and www.nycteachingfellows.org to download an application.

Course Change

New Literacy Course (p. 131)

ELY 800 Organizing, Supervising, and Reforming Literacy Programs (3 credits)

Prerequisite or corequisite: ELY 754

This course is designed to assist in the development of the literacy specialist as an instructional leader. It is for those educators who may be involved in planning, implementing, administering/supervising, and evaluating literacy programs. This course will help you better understand the issues, choices, procedures, and requirements for good literacy programs and includes a review of some exemplary programs currently in use. Students are provided with theoretical frameworks for effective instruction. Techniques will be studied for differentiated supervision of teaching and evaluation of program quality. Strategies for developing and planning staff development will be considered and analyzed. Historical development and current trends, as well as new state legislative and educational requirements and standards for curriculum and instruction will be examined. Students gain skills that support teachers and paraprofessionals in maintaining and increasing the effectiveness of their instruction.

Revised Course Description (p. 131)**ELY 810 Literacy and Research:
Inquiry II** (3 credits)

This capstone class will culminate with students engaged in an in-depth investigation or action research project related to literacy teaching and learning. Students will propose and implement a project of their own design relevant to their interest or teaching situation. Projects may include such topics as addressing the literacy needs of special learners, developing innovative and interdisciplinary literacy curriculum, application of technology in the literacy curriculum, or initiatives designed to facilitate educational change in literacy education. Continual collaborative discussion of students' summative electronic portfolios will be emphasized. This course provides the capstone experience in the health education program. Students are required to spend 8 weeks in a K–6 setting and 8 weeks in a 7–12 setting. The placement is full-time, five days a week. Students work with a cooperating teacher, who is chosen by the department, and a supervising professor from the University. Emphasis is placed on the implementation of teaching and curriculum approaches taught in previous courses and preparing students to plan and execute instructional activities to create productive learning environments and to monitor and assess student learning. Students must take this in their last full semester before graduation. This course is not offered in any summer session.

Prerequisites added (p. 136–137)**SPH 613 Advanced Speech
Science**

Prerequisite: SPH 600

SPH 630 Voice Disorders

Prerequisite: SPH 600

**SPH 666, 667 Clinical Practice in
Diagnostics**

Prerequisite: SPH 634

School of Nursing

Updates to 2002–2004 Graduate Bulletin Chapter VI. Page numbers cited below refer to the 2002–2004 Graduate Bulletin.

The School of Nursing

(revised p. 12)

The School of Nursing offers specialization at the master's level in adult health nursing (nurse practitioner), nursing administration, and a joint degree program with the School of Business wherein students earn a master's degree in nursing and in business administration (M.S./M.B.A.).

The School of Nursing is accredited by the National League for Nursing Accrediting Commission, 61 Broadway, New York, New York 10006, (212) 363-5555.

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

Mission and Philosophy

(replaces p. 142)

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 School prepares professionals who are educated and knowledgeable about a broad range of forces that shape modern life and who become

expert in the science and art of nursing practice. Graduates are able to translate new knowledge and skill into comprehensive nursing care for all members of an ethnically, culturally, and socially diverse society. The primary goal of nursing education is to assist individuals in developing the knowledge, skills, values, and ethics essential to society and the profession. The educational process prepares these individuals to become creative critical thinkers. Nursing education fosters collegiality, collaboration, leadership, lifelong learning, and personal and professional growth.

The scope of professional nursing requires specialized knowledge and skills, based on theory, 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 advanced levels of practice. Baccalaureate education in nursing is the foundation for professional practice.

Students at the master's level are prepared for advanced nursing practice in an area of specialty and for the pursuit of doctoral study. The emphasis of graduate education is on the cultivation of scholarship fundamental to nursing practice and the ability to translate knowledge into practice. Processes of inquiry are integral to advanced practice roles and the curricula are designed to provide the requisite knowledge and experience to foster the development of advanced practice knowledge, values, ethics, and skills.

As models of achievement, faculty believe there are multiple ways of knowing which are the foundations for competencies that nurses need to acquire, and which illuminate the structure and priorities in the curriculum. An optimal learning environment is characterized by faculty and student commitment to excellence in teaching, practice, scholarship and research, and community service. Teaching and learning are interactive processes. Faculty facilitate self-directed learning through educational strategies. Students are encouraged to take responsibility as self-directed learners, the focus of which is an independent teaching/learning milieu. Evaluation of this learning is an ongoing process shared by faculty and students.

Human beings, individually, and as members of families, groups and communities, are the foci of nursing. Human beings are holistic, unique, complex, ever changing, and interactive with their environment. The faculty believes in the fundamental value of all people and their potential for being and becoming throughout their lives. The goal of nursing is to address human needs across the life span for the promotion, protection, and restoration of health in a holistic framework. The meaning of health is individually and culturally defined and is expressed through holistic human responses. As a result of the educational process, nurses are able to provide culturally congruent care, which allows for self-determination.

Programs of Study

(revisions to p. 142)

- A. Master of Science
 - 1. Adult Health Nurse Practitioner
 - 2. Nursing Administration
- B. Post-Master's Certificate Program
 - 1. Adult Health Nurse Practitioner
 - 2. Nursing Administration
- C. Joint Master of Science/Master of Business Administration (M.S./M.B.A.)

Discontinued Programs

(p. 145-46)

- The Doctor of Philosophy (Ph.D.) in Nursing

Discontinued Course *(p. 152)*

- NUR 749 Seminar/Clinical II
-

School of Social Work

Updates to 2002–2004 Graduate Bulletin Chapter VII. Page numbers cited below refer to the 2002–2004 Graduate Bulletin.

Master of Social Work

M.S.W. students who have not had an undergraduate course in statistics with a minimum earned grade of B are required to enroll in a one-credit statistics module.

M.S.W. Part-Time Program (p. 162)

Field instruction requirements may be completed on an extended basis, 14 hours per week, beginning in the fall, spring, and summer sessions. Students must be available for daytime field hours during the work week for a minimum of seven hours.

Doctor of Social Welfare

Organization and Structure of the D.S.W. Curriculum (p. 164)

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

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

D.S.W. Course of Study (p. 164–65) Post-Course Work

SWK 895	Continuing Matriculation with Dissertation Supervision
SWK 896	Continuing Matriculation

Applications (p. 166):

It is preferable that applications be completed by April 1 for admission the following September. Admissions interviews will be held as completed applications are received. The Admissions Committee meets periodically during the academic year to choose candidates who will be notified of admission decisions no later than May. Applications received after the deadline will be considered if seats are available.

Transfer Credits:

Graduates of Adelphi's Post-Master's Certificate Program in Clinical Social Work may petition for credit for up to two doctoral courses they have taken as part of the certificate program.

Revised Course Prerequisites:

SWK 521 Foundations of Social Work Practice II

Prerequisite: SWK 591, 691, 593, or 601.

SWK 722 Organizational Context for Professional Practice

Prerequisite: SWK 501 and 691 or 601.

SWK 710 Social Work Assessment and Diagnosis

Prerequisite: SWK 511 and 691 or 601.

SWK 780 Advanced Social Work Practice with Individuals

Prerequisite: SWK 521.

Corequisite: SWK 790 or 796.

SWK 782 Advanced Social Work Practice with Groups

Prerequisite: SWK 521.

Corequisite: SWK 790, 791, or 797.

SWK 786 Advanced Social Work Practice with Families and Couples

Prerequisite: SWK 521.

Corequisite: SWK 790, 791, or 797.

SWK 790 Field Instruction III

Prerequisite: SWK 601

Corequisite: SWK 780

SWK 791 Field Instruction IV

Prerequisite: SWK 790

Corequisite: SWK 782 or 786

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

Prerequisite: SWK 601.

Corequisite: SWK 780.

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

Prerequisite: SWK 601.

Corequisite: SWK 782 or 786.

New Courses and Revisions to Social Work Courses (p. 173):

SWK 788 Social Work Practice with Immigrants and Refugees

(3 credits)

This course is designed to prepare students for direct practice with immigrants and refugees. Students learn about social, psychological, legal, and economic aspects of migration, their effects on individuals and families and principles of helping to cope with the hardships related to relocation. Building on stress, crisis, and trauma theories and on practice models taught in previous courses, students develop knowledge and skills for assessment and addressing the unique issues of clients within their situational and cultural context.

SWK 853 Research Seminar in Social Work

(3 credits)

Prerequisite: successful completion of SWK 854.

This seminar supports the development of the dissertation research proposal. The goal is for students to advance their dissertation proposals significantly, regardless of where they are in the process. Students focus on their own projects while learning from and supporting their class peers. The instructor discusses general issues of proposal development and implementation and provides feedback to students regarding their individual progress.

SWK 860 Social Work and Social Sciences *(3 credits)*

This course is designed for critical examination of the linkages between social science and social work. Students are exposed to important and leading edge theory in social science disciplines. The two approaches for achieving the goals of the course are an Interdisciplinary Model and a Social Problem Model. The Interdisciplinary Model looks at social phenomena through the lens of economics, political science, psychology, sociology, and anthropology. For this model, faculty from the College of Arts and Sciences lecture on their respective disciplines. The Social Problem Model identifies theories that illuminate understanding, prevention, and amelioration of selected social problems. For this model, faculty in the School lecture on the social problems that are the focus of their scholarship. The instructor coordinates the course by introducing and summarizing each model and by summarizing the course.

Hudson Valley Site

Adelphi University's Hudson Valley Site offers individuals the opportunity to complete most of their graduate education in social work at a convenient location on a part-time or full-time basis. Field placements are provided in a host of educationally sound and diverse agencies throughout the Hudson Valley allowing students many choices. For additional information, call the Hudson Valley Site at (845) 471-3348.

Directions to the Hudson Valley Site

The Hudson Valley Site is located at 457 Maple Street in Poughkeepsie, N.Y.

By Car

From Westchester & Putnam Counties

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

From Connecticut

Take Interstate 84 West to the Taconic State Parkway North (exit 16N) then follow the directions above.

From Orange, Ulster, and Sullivan Counties

From the Mid-Hudson Bridge, continue straight along Route 44/55 East Arterial (about 1.7 miles) to Worrall Avenue. Turn left onto Worrall Avenue. (Worrall becomes Innis Avenue). Turn

left at the second light onto Route 44/55 West arterial. Go straight to 457 Maple Street (see above).

From Route 9 North

From Route 9 North, exit onto 44/55 East. The exit ramp is on the left. See the directions above.

From Upstate New York

Take the New York State Thruway to Exit 18—New Paltz. Take Route 299 East for 4-5 miles to a dead-end at Route 9W. Make a right turn onto 9W and continue for about 0.5 mile to the Mid-Hudson Bridge. Cross the bridge and follow the directions above for Orange, Ulster, and Sullivan Counties.
