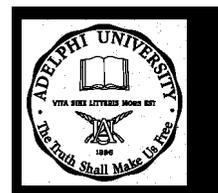




# 2000-01

## Undergraduate Bulletin





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

B U L L E T I N

2 0 0 0 - 2 0 0 1

ADELPHI UNIVERSITY BULLETIN, VOLUME 42, SEPTEMBER 2000

RECOGNITION

Adelphi University, chartered by the University of the State of New York in 1896, is accredited by the Middle States Association of Colleges and Secondary Schools. It holds membership in the College Entrance Examination Board and the Association of American Colleges and Universities and is recognized by the American Association of University Women. Qualified graduates of Adelphi may enter the leading graduate and professional schools without condition.

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.

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The information in this *Undergraduate Bulletin* was prepared as of July 15, 2000. 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.

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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.

## About This Book

This *Bulletin* presents essential information about 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, the College of Arts and Sciences, Honors College, School of Education, School of Business, School of Nursing, School of Social Work, and the Center for Health and Human Services. Next an overview of student resources, application procedures, information about our tuition and fees, and our University rules and regulations follows. 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.*

## Useful Phone Numbers

Area Code: 516

<b>General University Information</b> .....	<b>877-3000</b>
<b>University Admissions</b> .....	<b>877-3050</b>
<b>Information Services (for publications and applications)</b> .....	<b>1-800-ADELPHI</b>
<b>Academic Services and Retention</b> .....	<b>877-3150</b>
<b>Center for Career Development</b> .....	<b>877-6825</b>
<b>Residential Life and Housing</b> .....	<b>877-3650</b>
<b>Student Affairs</b> .....	<b>877-3660</b>
<b>Student Financial Services</b> .....	<b>877-3080</b>
<b>Swirbul Library</b> .....	<b>877-3570</b>
<b>College of Arts and Sciences</b> .....	<b>877-4120</b>
<b>Honors College</b> .....	<b>877-3800</b>
<b>School of Education</b> .....	<b>877-4100</b>
<b>School of Business</b> .....	<b>877-4670</b>
<b>School of Nursing</b> .....	<b>877-4540</b>
<b>Gordon F. Derner Institute of Advanced Psychological Studies</b> .....	<b>877-4800</b>
<b>School of Social Work</b> .....	<b>877-4300</b>
<b>Huntington Center</b> .....	<b>(631) 547-0890</b>
<b>Manhattan Center</b> .....	<b>(212) 965-8340</b>
<b>University Operator</b> .....	<b>877-3000</b>
(For additional numbers)	
<b>World Wide Web</b> .....	<b>www.adelphi.edu</b>

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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## Contents

Academic Calendar .....	5
<b>I An Adelphi Education .....</b>	<b>7</b>
Adelphi University: Uniting Liberal Arts and Professional Preparation.....	8
A Brief History of Adelphi University .....	9
Office of Academic Services and Retention .....	10
Colleges and Schools of the University .....	10
Center for Health and Human Services .....	11
Extension Centers.....	12
Cultural and Campus Life.....	12
Undergraduate Curriculum and Table of Undergraduate Degrees .....	13
General Education Program of Study .....	14
General Education Courses of Instruction .....	16
<b>II College of Arts and Sciences .....</b>	<b>17</b>
Anthropology .....	22
Art and Art History.....	24
Biology .....	27
Chemistry .....	31
Communications .....	33
English .....	36
Environmental Studies .....	38
History.....	40
Interdisciplinary Major.....	42
Languages and International Studies .....	43
Mathematics and Computer Science.....	46
Music.....	48
Performing Arts .....	50
Acting .....	50
Design/Technical Theater .....	50
Dance .....	50
Philosophy.....	53
Physics .....	54
Political Science.....	58
Sociology .....	61
Center for African-American and Ethnic Studies .....	63
Latin American Studies .....	64
Pre-Professional Preparation .....	65
Prelaw Preparation.....	65
Premedical Preparation .....	65
Women's Studies .....	67
University College— General Studies/ABLE Programs .....	68
General Studies Program.....	68
ABLE Program.....	69
Summer Academy for College-Bound Students .....	76
ELS Language Centers .....	76
Courses of Instruction.....	77
<b>III Honors College .....</b>	<b>121</b>
Courses of Instruction.....	126
<b>IV School of Business .....</b>	<b>129</b>
Accounting .....	132
Management .....	133
Finance .....	135
Economics .....	136
Courses of Instruction.....	141
<b>V School of Education .....</b>	<b>147</b>
Scholars Teachers Education Program (STEP) .....	149
Early Childhood and Childhood Education (1–6) .....	152
General Education (GED).....	153
Secondary Education and Special Fields (Art, Music).....	153
Health Studies, Physical Education and Human Performance Science .....	155
Communication Sciences and Disorders..	158
Courses of Instruction.....	162
<b>VI School of Nursing .....</b>	<b>173</b>
Courses of Instruction.....	180
<b>VII Gordon F. Derner Institute of Advanced Psychological Studies ..</b>	<b>183</b>
Psychology.....	184
Courses of Instruction.....	186
<b>VIII School of Social Work .....</b>	<b>189</b>
Courses of Instruction.....	195
<b>IX Center for Health and Human Services .....</b>	<b>197</b>
<b>X Student Life.....</b>	<b>199</b>
<b>XI Academic Support .....</b>	<b>205</b>
<b>XII Admissions .....</b>	<b>209</b>
<b>XIII Expenses and Financial Aid .....</b>	<b>217</b>
<b>XIV Rules and Regulations .....</b>	<b>231</b>
<b>XV Faculty .....</b>	<b>250</b>
<b>Emeriti .....</b>	<b>261</b>
<b>Recent Honorary Degree Recipients .....</b>	<b>265</b>
<b>Board of Trustees .....</b>	<b>267</b>
<b>Officers of Administration .....</b>	<b>268</b>
<b>Index .....</b>	<b>269</b>

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## Academic Calendar 2000–2001

**Fall 2000**

Monday, August 28 – Tuesday, August 29  
Registration

Monday, September 4  
Labor Day (no classes)

Wednesday, September 6  
Classes Begin

Friday, September 15  
Late Registration Ends  
Last Day to Add a Course

Friday, September 29  
Holiday Observance (no classes after 3 p.m.)

Saturday, September 30  
Holiday Observance (no classes)

Monday, October 2  
Last Day to Drop a Course  
Last Day to Change Grading Option

Monday, October 9  
Holiday Observance (no classes)

Tuesday, October 10  
Classes Resume

Wednesday, October 11  
Monday Make-up Class for 10/9

Friday, October 20  
Last Day to Accept Graduation Application  
for May 2001 and have name appear in book.

Monday, October 30 – Wednesday, November 1  
Midpoint of Semester

Friday, November 3  
Last Day to Withdraw from a Course

Thursday, November 23 – Friday, November 24  
Thanksgiving Recess

Monday, November 27  
Classes Resume

Saturday, December 9  
Friday 1/2 Day Make-up Class for 9/29

Saturday, December 16 – December 22  
Final Exam Week

Friday, December 22  
Last Day of Classes

**Spring 2001**

Wednesday, January 10 – Thursday, January 11  
Registration

Monday, January 22  
Classes Begin

Friday, February 2  
Late Registration Ends  
Last Day to Add a Course  
Final Date for Submission of Graduation  
Application

Friday, February 16  
Last Day to Drop a Course  
Last Day to Change Grading Option

Monday, March 12 – Friday, March 16  
Spring Break

Monday, March 19  
Classes Resume

Friday, March 23  
Last Day to Withdraw from a Course

Monday, April 9  
Passover (no classes)

Tuesday, April 10 – Friday, April 13  
Snow Days (no classes)

Sunday, April 15  
Easter Sunday

Monday, April 16  
Classes Resume

Monday, May 14 – Friday, May 18  
Final Exam Week

Friday, May 18  
Last Day of Classes

Sunday, May 20  
Commencement

## Summer 2001

### *First Session*

Monday, April 2 – Friday, May 25  
Registration

Monday, May 28  
Memorial Day (no classes)

Tuesday, May 29  
Classes Begin

Friday, June 1  
Late Registration Ends  
Last Day to Add a Course

Friday, June 8  
Last Day to Drop a Course  
Last Day to Change Grading Option

Friday, June 15  
Last Day to File for August Graduation  
Last Day to Withdraw from a Course

Monday, June 25 – Friday, June 29  
Final Exam Week

Friday, June 29  
Summer I Classes End

### *Second Session*

Monday, April 2 – Friday, July 6  
Registration

Wednesday, July 4  
Independence Day (no classes)

Monday, July 9  
Classes Begin

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

Friday, July 20  
Last Day to Drop a Course  
Last Day to Change Grading Option

Friday, July 27  
Last Day to Withdraw from a Course

Monday, August 6 – Friday, August 10  
Final Exam Week

Friday, August 10  
Summer II Classes End

I

AN ADELPHI  
EDUCATION

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## **Adelphi University: Uniting 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 seven 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, and the Derner Institute of Advanced Psychological Studies. 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 34 states and more than 43 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.

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## A Brief History of Adelphi University

Now in its second century, Adelphi University, the first liberal arts institution of higher education on Long Island, was chartered on June 24, 1896, by the Board of Regents of the State of New York. The charter was one of the earliest granted by the Board of Regents to a coeducational college.

Over the course of the next hundred years, Adelphi grew and changed significantly. For more than three decades beginning in 1912, Adelphi served only women. But in 1946, as young men returned from World War II hungry to restart their lives, the University returned to its original model of coeducation. Initially located in Brooklyn, with an enrollment of 57 students taught by 16 faculty members, Adelphi moved in 1929 to its present location in Garden City, New York. Here, on a much-expanded campus, a full- and part-time faculty of over 500 serves a student body of 6,000 undergraduate and graduate degree candidates in a variety of individual schools and institutes.

The University is home to a broad diversity of programs, each of which originated in different times and contexts. The School of Nursing had its roots in 1944, when, as part of the war effort, Eleanor Roosevelt inaugurated the first Cadet Nurse Corps School at Adelphi. After the war, the needs of returning servicemen and a rapidly expanding economy led to the establishment of other academic paths. The School of Social Work was founded in 1949; doctoral education began in 1950. The program in clinical psychology was formally organized in 1951. Known today as the Gordon F. Derner Institute of Advanced Psychological Studies, it 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 original Garden City campus of three buildings had been extended to 21 buildings on 75 acres, including the Leon A. Swirbul Library, now a fully computerized collection of more than 1.7 million volumes and microformat and audiovisual items. At the present time, the colleges and schools of the University include the College of Arts and Sciences, the School of Education, the School of Business, the School of Nursing, the Derner Institute, and the School of Social Work. They also include ABLE, Adelphi's undergraduate degree program for adults, and the General Studies program, which provides an opportunity for a limited number of freshmen who have not qualified for admittance to Adelphi to take an enhanced first-year curriculum and qualify after its successful completion. The Honors College is a bold experiment in preparation for highly talented and motivated students. The Center for Health and Human Services was created to coordinate and encourage the development of interdisciplinary professional studies, supplementing offerings at the undergraduate and graduate levels in all other academic schools and colleges. Uniting this panoply of liberal arts and professional programs is their shared tradition of academic innovation and rigor and their common philosophy of education and lifelong learning.

While focusing its rich resources on the needs of students, Adelphi seeks to serve its locality, state, and nation. The University does so through the research and practice of its renowned faculty; the strengthening of ties between the professional schools and the community; the staging of distinguished cultural events in the University Center and the Olmsted Theatre; and, most essentially, the education of a new generation of future leaders and informed citizens, professionals, and community members.

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## 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 the Freshman Advisors; 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.

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## Colleges and Schools of the University

### College of Arts and Sciences

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

Also housed in the College is the ABLE program, Adelphi's undergraduate degree program for adults and the General Studies program. The mission of these programs is to make a university education possible for those who, for one reason or another, would not normally have access to a superior institution of higher education.

### 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 Honors 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 thoughtful college graduates prepared to fill leading positions in government, the arts, education, the learned professions, business, and industry. It is a school that returns to tradition, patterning itself after the great colleges of Oxford and Cambridge, where social and academic life take place in the same setting, where students gather and work, where at least one faculty member lives, and where other faculty members have offices and are readily available for conversation, debate, advice, and exchange of ideas. In this integrated, collegial setting, the Honors College provides a dynamic program for liberal learning—a classical education that has 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 Education**

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

Nursing is a profession that draws from humanistic and scientific traditions for its knowledge and skill. The School is committed to excellence in teaching, practice, scholarship, research, and the development of critical thinking. The School educates and prepares graduates 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, 10006, (212) 363-5555.

### **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.

### **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 School is accredited by the Council on Social Work Education.

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## **Center for Health and Human Services**

Drawing upon Adelphi’s strengths in education, nursing, business, social work, clinical psychology, and premedical and pre dental education, the Center prepares students for the rapidly evolving worlds of health, social welfare, education, and other related fields. Addressing the needs of both the academic and service sectors, the Center studies and promotes social, educational, psychological, health and health management issues. The primary focus of the work of the Center is interdisciplinary study within those areas. The Center stimulates and supports

research, scholarship, teaching and training in health and human services, as well as community outreach, support systems, information dissemination, and social policy determination.

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## Extension Centers

In addition to the main Garden City campus, Adelphi has established two extension locations in Manhattan and Huntington, Long Island.

### The Manhattan Center

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 classroom, conference rooms, student lounge areas, a research branch library, and an art gallery.

The Manhattan Center offers course work in a variety of convenient undergraduate and graduate programs for adult students. Undergraduate course work is offered in management and communications, liberal arts, and social work. Graduate course work is offered in education, business administration, and social work. The Center also offers a wide array of continuing education (non-credit) programs and has a Language Institute for English, which provides instruction to speakers of foreign languages who wish to learn or enhance their current knowledge of the English language.

### The Huntington Center

Adelphi's Huntington Center is located near all major highways on 20 acres in rural Suffolk County. It is convenient to the Route 110 corridor, a major Long Island corporate and industrial center.

The Huntington Center offers graduate course work in Business Administration and in Education. Undergraduate course work is offered in Social Work and in the ABLE Program for adults. Advisors and counselors are readily available to speed admissions and registration process and to offer guidance in all academic programs.

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## Cultural and Campus Life

Less than an hour away from our Garden City campus lies the nation's foremost center of art, industry, communications, and intellect—New York City. There are many organized excursions, including trips to the theater and concert performances, visits to museums and gallery exhibitions, and informed tours of national centers of scientific research, government, and finance. Each semester, the University also brings many fascinating speakers to campus; recent speakers have included former Soviet President Mikhail Gorbachev, former Israeli Prime Minister Shimon Perez; writers Norman Mailer, Jill Ker Conway, Kurt Vonnegut, and Frank McCourt; actors Vanessa Redgrave, Rita Moreno, Celeste Holm and Ben Vereen; journalists Pete Hamill, Robert MacNeil, and Frank Rich; poets Elizabeth Spire, Jonathan Galassi, and Robert Hass; historians Arthur Schlesinger, Jr. and Doris Kearns Goodwin; politicians George Stephanopoulos and Robert F. Kennedy, Jr.; and filmmaker Spike Lee.

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## Undergraduate Curriculum and Table of Undergraduate Degrees

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., B.S.Ed.), 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.

### Bachelor of Arts (B.A.)

Art (HEGIS: 1002)\*  
 Art “K–12” Teacher (HEGIS: 0831)  
 Anthropology (HEGIS: 2202)  
 Biology (HEGIS: 0401)  
 Chemistry (HEGIS: 1905)  
 Communications (HEGIS: 0601)  
 Communicative Disorders (HEGIS: 1220)  
 Dance (HEGIS: 1008)  
 Economics (HEGIS: 2204)  
 English (HEGIS: 1501)  
 Environmental Studies (HEGIS: 0420)  
 Fine Arts (ABLE) (HEGIS: 1099)  
 Foreign Language Studies (HEGIS: 1101)  
 French (HEGIS: 1102)  
 History (HEGIS: 2205)  
 Humanistic Studies (ABLE) (HEGIS: 4903)  
 Latin American Studies (HEGIS: 0308)  
 Management and Communications (ABLE) (HEGIS: 0599)  
 Mathematics (HEGIS: 1701)  
 Natural Sciences (ABLE) (HEGIS: 4902)  
 Philosophy (HEGIS: 1509)  
 Physical Education Teacher “K–12” (HEGIS: 0835)

Physics (HEGIS: 1902)  
 Political Science (HEGIS: 2207)  
 Psychology (HEGIS: 2001)  
 Social Sciences (ABLE) (HEGIS: 2201)  
 Sociology (HEGIS: 2208)  
 Spanish (HEGIS: 1105)  
 Speech (HEGIS: 1506.01)  
 Teachers of Speech and Hearing Handicapped (HEGIS: 0815)

### Bachelor of Science (B.S.)

Art (HEGIS: 1002)  
 Finance (HEGIS: 0504)  
 Biochemistry (HEGIS: 0414)  
 Biology (HEGIS: 0401)  
 Chemistry (HEGIS: 1905)  
 Computer Science (HEGIS: 0701)  
 Earth Science (HEGIS: 1917)  
 Financial Planning (ABLE) (HEGIS: 0505)  
 Management and Communications (ABLE) (HEGIS: 0599)  
 Mathematics (HEGIS: 1701)  
 Music (HEGIS: 1005)  
 Music “K–12” Teacher (HEGIS: 0832)  
 Natural Sciences (ABLE) (HEGIS: 4902)  
 Nursing (HEGIS: 1203)  
 Nursing/Adult Health Nursing (Dual, B.S./M.S.) (HEGIS: 1203.10)  
 Nursing/Nursing Service Administration (Dual, B.S./M.S.) (HEGIS: 1203.10)  
 Physical Education Teacher “K–12” (HEGIS: 0835)  
 Physics (HEGIS: 1902)  
 Social Sciences (ABLE) (HEGIS: 2201)  
 Social Welfare (HEGIS: 2104)

### Bachelor of Business Administration (B.B.A.)

Accounting (HEGIS: 0502)  
 Management (HEGIS: 0506)

### Bachelor of Fine Arts (B.F.A.)

Theater Arts (HEGIS: 1007)  
 Dance (HEGIS: 1008)

### Bachelor of Science in Education (B.S.Ed.)

Elementary Teachers Pre–K–6 (HEGIS: 0802)

### Associates Degrees (A.A.)

Liberal Arts (ABLE) (HEGIS: 5649)

\* “HEGIS” stands for Higher Education General Information Survey.

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## 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@adlibv.adelphi.edu

Throughout its 104-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 **Freshman 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 issues faced by new college students. The course also covers library and research skills, including the use of information technology, introduces students to resources on campus (career center, learning center, computer center) and discusses important social and community issues (racism, sexism, substance abuse, fraternities and sororities).

**English Composition** is also taken in the first semester. This three credit course helps develop and improve writing skills that are essential to clear thinking and to success in college and beyond.

The freshman year also includes a **Freshman Seminar**. This three-credit course introduces freshmen to intellectual life at Adelphi University by providing them with a shared learning experience that exposes them to exciting and challenging ideas in a seminar format with professors teaching in their area of expertise. The seminar format provides opportunity for extensive discussion and writing assignments that will promote the development of critical thinking skills. A wide range of subject choices are available to students.

In addition to English composition (the first competency course) all students are required to take an additional complementary course that will provide additional skills useful in many subject areas throughout and after college. Students can fulfill this requirement by selecting one of the following courses:

Computer Use, CSC 170; English as a Second Language, ENG 111 or 112, permission required; an additional English composition course, ENG 108 or 110; Foreign Languages, third semester level (121) or higher; Critical Thinking Skills, PHI 105; Statistics, MTH 113 or 114; or Public Speaking, SPE 110 or 112. Additional courses that fulfill this requirement will be listed in the *Directory of Classes* and on the University web site. Students are encouraged to complete this requirement early in their college career and are urged to use the requirement

to 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 **Distribution Course requirement** 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 towards a major, minor, or second major.

Students who entered Adelphi prior to September 1999 will receive credit towards the General Education requirements for courses they have completed, including core curriculum courses. Transfer students may be exempt from some of these requirements and will receive credit for courses taken at other institutions that are equivalent to General Education courses. University advisors and admissions officers can counsel students in these matters. Equivalencies between core courses and the new General Education requirements and specific requirements for transfer students are also available on the University's web site.

Students who have received an A.A. or A.S. degree (but not an A.A.S. degree) from an accredited institution prior to their transfer to Adelphi *are exempt from all General Education requirements.*

Students who matriculate at Adelphi with 60 or more transfer credits but without an A.A. or A.S. (or B.A. or B.S.) degree can fulfill the General Education Distribution requirements by successfully completing 6 credits of approved Social Science courses, 6 credits of approved Science/Math courses, *and a total of 12 credits in any combination of approved courses in the Humanities and Arts* prior to graduation.

In summary, the General Education requirements are:

1. GEN 100, Freshman Orientation Experience, 1 credit
2. GEN 110, Freshman Seminar, 3 credits
3. ENG 107, Art and Craft of Writing, 3 credits
4. Second Competency course, 3 credits (courses listed above)
5. Distribution Courses, 24 credits:
  - 6 credits in the Arts: Art/Art History, Communications, Performing Arts, Music

6 credits in the Humanities: English, History, International Studies, Philosophy

6 credits in the Natural Sciences and Mathematics: Biology, Biochemistry/Chemistry, Computer Science/Mathematics, Physics

6 credits in the Social Sciences: Anthropology, Economics, Political Science, Psychology, Sociology

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## COURSES OF INSTRUCTION

### GENERAL EDUCATION

#### **GEN 100 Freshman**

##### **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, the computer center, the career services office, and the learning center. This course also addresses basic study and writing skills and community and social issues faced by new collegians. Pass/Fail only.

#### **GEN 110 Freshman Seminar** *3 credits*

A seminar designed to convey the excitement of intellectual endeavor to new college students. Many subject areas are offered, each by Professors in their specific area of interest. Seminar titles and course descriptions are available on the University's web site ([www.adelphi.edu](http://www.adelphi.edu)) under General Education.

II

COLLEGE OF  
ARTS AND SCIENCES

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## College of Arts and Sciences

*Science Building 127*

E-mail: insler@adlibv.adelphi.edu

Gayle Dranch Insler, *Dean*  
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 their own terms and with their 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 intern-

ships 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 Associate Degree (A.A.) (ABLE), 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 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.

### **Majors**

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 Majors and Minors**

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 can-

didate 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.

### **Interdisciplinary 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.

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## Organization of the College of Arts and Sciences

The College is administratively organized into five **Faculties** designed to create an environment that encourages interdisciplinary study, enhances student access to faculty and academic resources, inspires scholarly collaboration, promotes refinement and expansion of programs, and increases opportunities for student engagement in research and internships.

Each **Faculty** is led by a **Faculty Head** whose responsibility it is to promote creative and constructive collaboration among the disciplines of the unit and across **Faculty** and **College** boundaries as well. The Faculties of the College are:

### **Faculty of Anthropology and Sociology**

*Head: Prof. Anagnostis Agelarakis*  
Blodgett 102  
Anthropology  
Sociology

### **Faculty of the Arts**

*Head: Prof. Helen Stritzler, Blodgett 113*  
Art and Art History  
Communications  
Music  
Performing Arts

### **Faculty of English, History, and Philosophy**

*Acting Head: Prof. Richard Olsen*  
Harvey 216  
English  
History  
Philosophy

### **Faculty of Languages, International Studies, and Political Science**

*Head: Prof. Regina Axelrod, Blodgett 202*  
International Studies  
Languages  
Political Science

### **Faculty of Sciences and Mathematics**

*Head: Prof. James Dooley, Science 103*  
Biology  
Chemistry and Biochemistry  
Mathematics and Computer Science  
Physics

A Special Place For **Interdisciplinary** programs:

Academic programs that cross disciplinary boundaries form a vital and growing part of the College of Arts and Sciences. Programs such as Environmental Studies or African-American and Ethnic Studies will draw upon the faculty, course work, skills, and opportunities of two or more Faculties, and will always strive to create the richest and most challenging learning environment for students.

In addition, the College houses University College, which includes the ABLE and General Studies programs (see separate section on University College).

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## Programs of Study in the College of Arts and Sciences

African-American and Ethnic Studies Program	minor
Anthropology	major/minor
Art	major/minor
Art History	major/minor
Biochemistry (See Chemistry)	major/minor
Biology	major/minor
Chemistry	major/minor
Communications	major/minor
Computer Science	major/minor
Economics*	major/minor
English	major/minor
Environmental Studies	major/minor
History	major/minor
Journalism	concentration
Languages and International Studies	
International Studies	major/minor
French	minor
German	minor
Spanish	minor
Linguistics	minor
Latin American Studies Program	major/minor
Mathematics	major/minor
Music	major/minor
Performing Arts (Theater Arts and Dance)	major/minor
Philosophy	major/minor
Physics	major/minor
Political Science	major/minor
Prelaw Preparation	<i>various majors</i>
Premedical Preparation	<i>various majors</i>
Psychology**	major/minor
Sociology	major/minor
Women's Studies Program	minor

\* See School of Business

\*\* See Derner Institute of Advanced Psychological  
Studies

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## Anthropology

### *Blodgett 102*

John Vetter, *Director*  
E-mail: vette2@adlibv.adelphi.edu

<i>Associate Professors</i>	<i>Assistant Professor</i>
Anagnostis Agelarakis	John Vetter
Laraine Fletcher	
Judith Johnston	

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 understanding societies that existed in the past. Archaeologists locate, excavate, and interpret the artifacts of societies from prehistoric to recent times. Physical anthropology investigates the biocultural evolution and biosocial variation of humans. Physical anthropologists, in addition to the study of the behavioral and biological adaptations of living human populations, research the demographic and epidemiological profiles of forensic and archaeological skeletal collections.

In addition to performing research in conventional laboratories, anthropologists also conduct research in field sites. Students are strongly encouraged to participate in ethnographic archaeological and physical anthropological

endeavors, many of which are sponsored on Long Island, the greater metropolitan region, Central America, and selected overseas locations including Thailand, India, Israel, Cyprus, and Greece.

Anthropology students are expected to become versed in the theories and practices central to the anthropological perspective. With this in mind, the curriculum of the department focuses on developing those skills essential to the discipline. Further, the curriculum focuses on developing those student skills essential for the understanding of the interdisciplinary relationships between anthropology, social and natural sciences, the humanities, and the arts. The skills acquired through the study of anthropology are transferable to other social sciences and to the larger world.

In addition to General Education requirements, the requirements for the major in Anthropology is as follows:

### **Requirements for the Major in Anthropology**

(40 credits)

ANT 105	Culture and Society
ANT 111	Cultural Anthropology
ANT 112	Physical Anthropology
ANT 113	Archaeology

The student may select from any other courses offered by the Anthropology Department to complete the major, subject only to the restriction that at least one course beyond the introductory level must be taken in two of the three areas of cultural anthropology, physical anthropology, and archaeology. In addition, students must take a minimum of 9 credits of "cluster" courses in sociology. In addition, 3 credits chosen in consultation with the advisor will be accepted toward the anthropology major from outside our departmental offerings. The field of anthropology is closely related to a number of

other offerings at Adelphi, thus providing many opportunities for double majors, especially in the education and training of environmental studies professionals. Students should contact the department concerning their individual needs.

**The Minor**

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

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## Art and Art History

*Blodgett Hall 302*

Harry Davies, *Chair*  
E-mail: [davies@adlibv.adelphi.edu](mailto:davies@adlibv.adelphi.edu)

<i>Professors</i>	<i>Art Director, Graphic Design Studios</i>
Harry Davies	Dale Flashner
Yvonne Korshak	
Richard Vaux	

<i>Associate Professor</i>	<i>Assistant Professor</i>
Thomas McAnulty	Geoffrey Grogan

<i>Visiting Professor</i>
Jacob Wisse

The study of art is the study of making. To make is to create, to interpret, and, finally, to understand one's own vision of the world. To study art and the history of art is to study the very essence of the self and of civilization.

Students majoring in art may select courses from studio arts, graphic design, and art history. By providing a foundation in drawing and in the materials and principles of art, the programs described below prepare students for professional artistic careers, graduate study, or both. Students are carefully guided in the development of a professional portfolio.

Students who wish to accelerate their studies may do so through summer study. By making use of the extensive program in art studios and workshops available during the summer term, it is possible to complete requirements for the B.A. degree in three years. A four-year B.A.-M.A. degree program also exists. Information on these programs may be obtained from the department.

Students who major in art may concentrate in one or more of the following areas: fine art, graphic design, history of art, and art education. Contact the department regarding the portfolio requirement for admission.

### Requirements for a Major in Art with a Concentration in Either Fine Arts or Graphic Design

(University General Education requirements)  
(56–60 credits Fine Arts instruction)

#### Studio Foundation

ART 101	Studio Art Fundamentals
ART 105, 106	Drawing and Composition I, II
ART 115 or 116	Figure Drawing and Anatomy
ART 175	Color, Media and Material
ART 261	Photography I
ART 306	Advanced Drawing

Studios in Fine Art or Graphic Design selected in consultation with Art Faculty Advisor

#### Art History

ART 196, 197	Art and the World I, II
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Electives

#### Common Arts

ART 290	Arts and the Creative Process
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### Requirements for a Major in Art with a Concentration in Art History (37–40 credits)

#### Art History Foundation

ART 196, 197	Art and the World I, II
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#### Required Art History

ART 243	Modern Art and Cultural Context
ART 360	Seminar: Art History Topics
<i>OR</i>	
ART 392	Special Topics in Art History

**Art History Electives**

6 courses drawn from among the following:

ART 243	Art of Africa and Oceania
ART 245	Art of Asia
ART 246	Art of the Near East
ART 247	Art of Classical Antiquity
ART 248	Medieval Art
ART 249	Art of the Italian Renaissance
ART 250	Northern European Art
ART 251	19th-Century Art
ART 253	Contemporary Art
ART 260	17th- and 18th-Century Art
ART 266	History of Photography

Art Studio Electives

Common Arts Requirement

**Art History Honors Thesis Option**

Students seeking Honors in art history may, with permission of instructor, register for

ART 490	Independent Study–Art History Honors Thesis
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Related courses in other areas are chosen in consultation with an advisor.

**Recommended:** Courses in archaeology, cinema, history, literature, music, theater, and other pertinent areas are chosen in consultation with an advisor.

**Requirements for a Major in Art Education**

Students in the four-year baccalaureate program in Art Education complete the requirements for the undergraduate major in art while taking a 30 credit education sequence. Additionally, all Art Education majors must fulfill Adelphi University General Education requirements to prepare students to teach the seven state learning standards as outlined below. Please speak to an advisor regarding General Education liberal arts and sciences requirements for this program.

**Art Education Sequence****Second Year**

EDU 221	Processes of Learning I [Birth to Grade 8] (3 credits)
EDU 222	Processes of Learning II [Grades 7-12] (3 credits)

**Third Year**

EDU 203	Introduction to Art Education (3 credits)
EDU 220	Artistic Development: Childhood through Adolescence (3 credits)
EDU 304	Community, School and Society (3 credits)
EDU 305	The Child with Special Needs (3 credits)

**Fourth Year**

EDU 510	Curriculum and Methods of Art Education, Pre-K-12 (3 credits)
EDU 407	Establishing the Role of the Arts in Education: The Philosophical Foundations of Art Education (3 credits)
EDU 540	Student Teaching in Art Education (6 credits)

**Adelphi General Education Requirements for Art Educators**

First Competency: English Composition I (3 credits)  
 Second Competency Statistics (mathematics or social science) (3 credits)  
 Freshman Seminar: Student selects one Freshman Orientation  
 Distribution Requirements  
 Arts: music or art history and studio or performance art (6 credits)  
 Humanities: Two courses in American history (6 credits)  
 Social Sciences: POL 101 and one additional social science (6 credits)

Sciences and Mathematics: MTH 101 or higher  
and 3 additional credits in natural science

Additional New York State Arts and Sciences  
Requirements for Art Educators Literature:

American Lit. 1 or 2 (3 credits)

Technology: EDU 533 (3 credits)

Languages: 6 credits or equivalent (see advisor)  
(6 credits)

Health and Physical Education: HED 571  
(3 credits)

Note: Although transfer students with an A.A.S.  
degree have satisfied Adelphi General  
Education requirements, students still compete  
all the New York State general education  
requirements above. See advisor for transcript  
evaluation.

#### **Honors in Art**

Students who graduate with a G.P.A. of 3.75  
or higher in their art and art history courses,  
based on at least seven semesters, will be  
awarded honors in art.

***Requirements for a minor in studio art  
or art history may be obtained from the  
department.***

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## Biology

*Science Building 103*

James Dooley, *Chair*  
E-mail: dooley@adlibv.adelphi.edu

*Director of Undergraduate Academic Affairs*  
B. Weeks  
E-mail: weeks@adlibv.adelphi.edu

<i>Professors</i>	<i>Associate Professor</i>
A. Coolidge Churchill	R. David Jones
Deborah F. Cooperstein	
Carol Diakow	<i>Assistant Professors</i>
James K. Dooley	Lawrence J. Hobbie
Gayle D. Insler	Benjamin Weeks
Richard Lund	
George K. Russell	

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 or Bachelor of Arts Degrees

- 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 567	Environmental Pollutants and Disease

#### III) Cell Biology and Genetics

BIO 222	Genetics
BIO 365	Molecular Cell Biology I
BIO 345	Developmental Biology
BIO 504	Physiological Chemistry
<i>OR</i>	
CHE 471/472	Biochemistry I and II***
BIO 506	Introduction to Molecular Biology

\*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.

\*\*\*Biochemistry I and II when both are taken will count as a single choice for Category III (i.e. 4 cr.), the remaining four credits may be applied as a biology elective.

### Elective Courses

BIO 238	Fundamentals of Microbiology
BIO 243	Botany
BIO 288	Honors Colloquium
BIO 294	Comparative Vertebrate Anatomy
BIO 310	Biological Communities
BIO 322	Human Genetics
BIO 340	Nature of Viruses
BIO 356	Vertebrate Embryology
BIO 425	Jaws and Teeth
BIO 465	Molecular Cell Biology II
BIO 485	Selected Topics
BIO 512	Biogeography
BIO 525	Introduction to TEM
BIO 528	Immunology

### Additional Course Requirements for a Degree in Biology

#### Chemistry:

CHE 111, 112 General Chemistry  
Organic Chemistry 251, 252, 253, 254\* or equivalent.

#### Physics:

PHY 111, 112 College Physics I, II  
*OR*  
PHY 113, 114 Physics for Science Majors I, II.

#### Mathematics:

One year mathematics  
*OR*  
One semester mathematics and one semester statistics

For a Bachelor of Arts degree, only one semester of mathematics is required for the biology major.

\*Upon advisement Tufts 7-year students may elect exemption from Organic Chemistry 252 and 254.

To graduate with a major in biology, the student must maintain a minimum 2.0 average in the major and complete a minimum of 16 biology credits applicable to the major at Adelphi University. Courses 300–400 are open only to juniors and seniors, and to sophomores only with permission of the instructor. All requirements for the major must be graded on an A–F scale, except BIO 492, which is offered only on a Pass/Fail basis.

Advanced Standing is granted to students who have successfully completed A.P. (Advanced Placement) courses in biology and who have achieved a passing score on the A.P. test. If Advanced Placement course work is accepted, credits will be given but no grade recorded and thus the Advanced Placement course will not be part of the grade-point average. Students may not take Advanced Placement credit and also receive additional credit for BIO 111, 112. Preprofessional students should be aware that an increasing number of medical and dental schools will not accept Advanced Placement credit in the place of a full-year biology course offered at a college.

### Transfer Students

All transfer students must complete a minimum of 16 biology credits applicable to the major at Adelphi University.

## Special Biology Programs

### 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 and Counseling

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 preprofessional 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.

## **Seven-Year D.D.S. and Optometry Programs**

### **Adelphi–Tufts University Joint-Degree Program**

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 3.2 average and obtain scores of at least 14 on the Dental Aptitude Test.

Students interested in this program should contact the Adelphi Admissions Office and the appropriate biology advisor for additional information and an application form.

### **Adelphi–SUNY College of Optometry Joint-Degree Program**

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 and the appropriate biology advisor for additional information and an application form.

#### **Biology Web Address:**

**<http://www.adelphi.edu/study/artsci/bio>**

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## Chemistry

*Science Building 201*

Sung Moon, *Chair*  
E-mail: moon@adelphi.edu

*Distinguished Research Professor*  
Frederick A. Bettelheim

<i>Professors</i>	<i>Associate Professor</i>
Stephen Z. Goldberg	Charles Shopsis
Joseph M. Landesberg	
Sung Moon	
Reuben M. Rudman	
Stanley Windwer	

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 reactions between substances. The undergraduate study of chemistry at Adelphi is based on the principle of progression: a progression from the simplest to the more difficult concepts. This progression starts with general chemistry, which introduces basic concepts, followed by surveys of the different branches of chemistry, these being organic, analytical, inorganic, physical chemistry, and biochemistry.

As a sign of the department's belief in the importance of the laboratory experience, and in contrast to the prevailing practice at many universities, laboratory classes at Adelphi are all taught by faculty. In addition, juniors and seniors have the opportunity to undertake research in the department's laboratories under the guidance of faculty.

The department offers two degree programs, each with its own requirements:

1. The B.A. and B.S. in chemistry are flexible programs that provide excellent preparation for careers in chemistry and a variety of other areas including medicine;
2. The B.S. in biochemistry is for those planning careers in the pharmaceutical industry, or in agricultural chemistry and food science, and serves those whose aim is an advanced degree in biochemistry, biophysics, medicine, dentistry, or optometry.

### Requirements for the Major in Chemistry

In addition to General Education requirements, a total of 55–57 credits is required for a B.S. and 49 credits for a B.A. in chemistry. Chemistry and cognate courses for the two programs are as follows:

#### Chemistry (30 credits)

*Required for the B.S. and B.A. degrees.*

CHE 111, 112	General Chemistry
CHE 251, 252	Organic Chemistry
CHE 253, 254	Organic Chemistry Laboratory
CHE 265	Quantitative Analysis
CHE 321	Physical Chemistry
CHE 323	Physical Chemistry Laboratory
CHE 411	Inorganic Chemistry

*Electives from the courses below (6–8 credits) are required for a B.S. degree in chemistry.*

CHE 322	Physical Chemistry II
CHE 324	Physical Chemistry Laboratory II
CHE 413	Inorganic Chemistry Laboratory
CHE 471, 472	Biochemistry I, II
CHE 481	Computers and Chemistry

**Mathematics and 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:*

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

**Mathematics, 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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## Communications

*Blodgett Hall 113*

Helen Stritzler, *Chair*  
E-mail: stritzler@adlibv.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.

### **Talent Scholarships**

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.

### **Requirements for the Major in Communications**

(40 credits)

#### **Four-Year Sequence**

*Applicable to students entering as of Spring 1998.*

#### **Freshman/Sophomore Years**

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

**Junior Year**

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

**Senior Year**

COM 334	Major Directors
<i>OR</i>	
COM 415	Issues in Film Theory and Criticism
COM 406	New Communications Technologies and Social Change
COM 411	Issues and Conflicts in Media and Society
COM 425	Advanced Filmmaking
<i>OR</i>	
COM 430	Advanced Videomaking

**Two-Year Sequence**

*Recommended for junior transfer students and junior change of majors.*

*Fall*

COM 090	Communications Internship
COM 201	Mass Media in a Changing World
COM 213	Art of Film/Video
COM 225	Elementary Film and Videomaking

Elective

*Spring*

COM 206	History of Media and Communication
COM 215	Film Then and Now: Genres, Styles, Movements
COM 325	Intermediate Filmmaking
COM 330	Intermediate Videomaking

*Fall*

COM 300	Television and the American Experience
COM 406	New Communications Technologies and Social Change
COM 415	Issues in Film Theory and Criticism
COM 425	Advanced Filmmaking
<i>OR</i>	
COM 430	Advanced Videomaking
2 Electives	

*Spring*

COM 315	Communication and Behavior
COM 334	Major Directors
<i>OR</i>	
COM 415	Issues in Film Theory and Criticism
COM 411	Issues and Conflicts in Media and Society
Elective	

*The above sequence assumes that no communications credit has been transferred from a previous university and that all General Education requirements are completed.*

**Journalism Concentration**

*Offered jointly by the communications and English departments.*

**Communications Component**

COM 207	Introduction to Journalism
COM 309	Writing for Media
COM 329	Contemporary Journalism
COM 454	Electronic Journalism
COM 493	Professional Internship

**English Component**

ENG 208	Writing for Newspapers I
ENG 209	Writing for Newspapers II
ENG 310	Feature Writing
ENG 492	Directed Work Experience

*Descriptions of the courses can be found under the course listings of the communications and English departments respectively.*

### **The Minor**

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

### **Center for Communication, 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 Awards and Honors**

### **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.

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## English

### *Harvey Hall 201*

Craig F. Ash, *Chair*

E-mail: ash2@adlibv.adelphi.edu

#### *Professors*

Thomas F. Heffernan

Stephen Klass

Beverly Lawn

Igor Webb

Susan Weisser

#### *Assistant Professors*

Craig F. Ash

Ruth Sternglantz

#### *Associate Professors*

Judith Baumel

Eugene Roth

Adelphi's Program in English encourages students to discover the pleasures and values of the written word, their own and that of acknowledged masters. The program gives students as comprehensive an acquaintance as possible with the work of major writers and interesting writers who have not yet attained that status. The program also provides a close look at the ways in which good writing gains its power.

The English curriculum emphasizes historical development by requiring students to take the two-semester survey called "British Literature" and courses in each of five eras of British literature. The curriculum also requires study of individual authors, of American literature, and offers courses in several genres in world literature.

The program offers a major and a minor in the field, a concentration in creative writing, and—in conjunction with the Program in Communications—a journalism concentration. The English major produces the cultural reference and skill in using language artfully that are requisite in any profession—administration, advertising, journalism, law, librarianship, teaching, to name a few—in which language is the paramount tool.

In addition to fulfilling the General Education requirements, English majors must select courses according to the following plan:

### **Requirements for the Major in English** (36 credits)

#### **I. British Literature** (6 credits)

ENG 231 British Literature I

ENG 232 British Literature II

#### **II. American Literature** (3 credits)

ENG 114 American Greats

*OR*

ENG 225 American Literature I

*OR*

ENG 226 American Literature II

*OR*

ENG 227 American Literature III

#### **III. Major Authors** (6 credits)

ENG 241 Shakespeare I

*OR*

ENG 242 Shakespeare II

*AND*

ENG 240 Chaucer

*OR*

ENG 243 Milton

#### **IV. Historical Period Courses** (15 credits)

*One course from each period:*

##### *A. The Middle Ages* (3 credits)

ENG 240 Chaucer

ENG 320 Medieval Literature

ENG 344 Major British Author(s)

##### *B. The Renaissance* (3 credits)

ENG 241 Shakespeare I

ENG 242 Shakespeare II

ENG 243 Milton

ENG 321 The English Renaissance

ENG 344 Major British Author(s)

##### *C. The Eighteenth Century* (3 credits)

ENG 322 English Neoclassicism

ENG 323	The English Novel in the Neoclassical Age
ENG 344	Major British Author(s)
ENG 345	Major American Author(s)
<i>D. The Nineteenth Century</i> (3 credits)	
ENG 324	The Romantics
ENG 326	The Victorians
ENG 327	The English Novel in the 19th Century
ENG 344	Major British Author(s)
ENG 345	Major American Author(s)
<i>E. The Modern Era</i> (3 credits)	
ENG 227	American Literature: The 20th Century
ENG 301	Masters of Modern Drama
ENG 302	Contemporary Drama
ENG 303	Masters of the Modern Novel
ENG 304	Contemporary Novel
ENG 305	Masters of Modern Poetry
ENG 306	Contemporary Poetry
ENG 328	20th-Century Literature
ENG 344	Major British Author(s)
ENG 345	Major American Author(s)

**V. Seminars** (3 credits)

ENG 451	Historical Movements (British)
ENG 452	Historical Movements (American)
ENG 454	Special Topics in Changing Forms
ENG 455	Special Topics in World Literature

**VI. Electives** (6 credits)

*Any English course or appropriate course from another department or discipline. (English majors in the secondary education program must take the elective course in the Program in English or a literature course offered in the African-American and Ethnic Studies program.)*

**Honors in English**

Students graduating with a 3.5 G.P.A. or higher in English courses are eligible for honors in English. The student graduating with the highest G.P.A. in English courses (provided it is at least 3.5) receives “The Koster Award” and departmental honors.

**The Minor**

ENG 231, 232	British Literature I and II (6 credits)
ENG 114 or 225 or 226 or 227	American Literature (3 credits)
ENG 241 or 242	Shakespeare I or II (3 credits)
Three other courses in English or African-American and Ethnic Studies (9 credits)	

**Journalism Concentration**

(Offered jointly by the Communications and English departments)

**Communications Component**

COM 207	Introduction to Journalism
COM 309	Writing for Media
COM 329	Contemporary Journalism
COM 454	Electronic Journalism
COM 493	Professional Internship

**English Component**

ENG 208	Writing for Newspapers I
ENG 209	Writing for Newspapers II
ENG 210	Copy Editing
ENG 214	Writing for Magazines
ENG 310	Feature Writing
ENG 492	Directed Work Experience

**Creative Writing**

The Program in English offers a pair of courses and occasionally a seminar as a concentration in creative writing. These courses are usually offered each year as follows:

ENG 212	Writing Fiction (Fall Semester)
ENG 213	Writing Poetry (Spring Semester)

*Descriptions of the courses can be found under the course listings of the Communications and English programs.*

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## Environmental Studies

*Science Building 103*

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

### *Professors*

Henry Ahner, *Physics*  
A. Coolidge Churchill, *Biology*  
Anthony Cok, *Environmental Studies*  
James Dooley, *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 disciplines. They are committed to involving stu-

dents fully in the multidisciplinary nature of environmental problems and searches for solutions. The program's curriculum provides an integrated foundation in both the social-political-cultural and the scientific-technical areas.

The major in this field prepares students for a host of professions, for graduate work in environmental studies or the environmental sciences or for a lifetime of environmentally aware citizenship.

## Requirements for a Major in Environmental Studies

(39 or 41 credits)

### Requirements for a specialization in Social Sciences and the Environment

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)

#### *15 credits chosen from*

ANT 229	Humankind, Culture, and the Environment
BIO 220	Organic Evolution
ECO 111	The Price System
ENV 156	Weather and Climate
POL 212	Environment and Politics

#### *12 credits chosen from*

ANT 321	Historic Preservation
ANT 390	Special Topic: Population, Health, and Disease Ecology
ENV 260	Environmental Geography
POL 213	Energy Policy
POL 326	Congress, Bureaucracy, and Policymaking

*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

**Requirements for a specialization in the Natural Sciences and the Environment**

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)

*15 credits chosen from*

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

*12 credits chosen from*

BIO 243        Botany  
 BIO 253        Marine Biology  
 CHE 370        Principles of Toxicology  
 ENV 310        Water Resources and  
                   Hydrology  
 ENV 323        Marine Resources

*Cognate Courses: 15 credits chosen from*

BIO 111        Concepts in Biological Science  
 and  
 BIO 112        Methods in Biological  
                   Sciences  
 CHE 111        General Chemistry (1 year  
 and                of organic chemistry is also  
 CHE 112        strongly suggested)  
 Statistics (math, psychology departments) or  
 Personal Computers for Scientists (listed in envi-  
 ronmental, biology, chemistry departments)

PHY 111, 112    College Physics I, II  
 or  
 PHY 113, 114    Physics for Science Majors

**The Minor** (ENV 101 and ENV 102 plus 18 credits minimum)

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

Students seeking further specialization, or graduate studies, should consult their advisor about possible additional requirements in anthropology, biology, chemistry, political science, or physics.

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## History

*Blodgett Hall 200*

Martin Hass, *Chair*

E-mail: hass@adlibv.adelphi.edu

### *Professors*

Dominick Cavallo

J. Lee Shneidman

Armstrong Starkey

### *Associate Professors*

Lester Baltimore

Martin Haas

Patrick Kelly

David Rubinstein

### *Visiting Professor*

Cristina Zaccarini

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.

### **Foundation Courses (100 level)**

(12 credits)

HIS 101

Origins of Western

*OR*

Civilization I

HIS 105

World Civilizations I

HIS 102

Origins of Western

*OR*

Civilization II

HIS 106

World Civilizations II

HIS 103

American Civilization to 1865

HIS 104

American Civilization

Since 1865

### **Research Skills and Historiography (200 level)** (3 credits)

HIS 201

Sophomore Seminar in

Research Skills

### **Advanced Courses (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)**

6 credits:

Origins of Western Civilization 101–102

*OR*

World Civilizations 105–106

6 credits:

American Civilization 103

American Civilization 104

3 credits:

Asian History *OR*African History *OR*

Latin American History

6 credits:

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.

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## Interdisciplinary Major

*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.

### Procedures

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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## Languages and International Studies

*Harvey Hall 226*

Marie-Louise Pesselier Vazquez, *Director*  
E-mail: vazquez2@adelphi.edu

### *Professors*

Eva Merrett Friedman  
Marie-Louise Pesselier Vazquez

### *Associate Professors*

Raysa Amador  
Nicholas A. Carbo

A language is used by people to express themselves—their needs, feelings, and thoughts. Culture is woven into language; thus, when we learn another language, we are better able to understand how and why people of other cultures view the world differently and we also gain insight into their distinctive solutions to universal problems. That is why the study of languages is an important part of the international studies major. This major is a multidisciplinary program that integrates the study of languages and business or languages and political science.

The languages involved in the international studies major are French, German, and Spanish. Courses in Italian, Japanese, Russian, English as a second language, and linguistics are also offered.

The curriculum and language laboratory enable students to acquire and expand their fluency (in listening, speaking, reading, and writing) in one or more of these languages, while studying the contributions and institutions of Europe, the Caribbean region and Latin America, and French-speaking Africa and Québec.

The language laboratory, which features audio and video equipment, enables students to become immersed in the language and culture they are studying.

## Requirements for the Major in International Studies

The major consists of **48 to 60 credits** to be distributed as follows:

- I. 6 credits in foundation interdisciplinary courses required of all students in the major:
    - INS 101    Introducing Global Issues I
    - INS 102    Global Issues II
  - II. 36 credits in one of the following concentrations:
    - A. Language/Business
      - 18 credits in one language (French, German, Spanish) above Language 122 (Level IV)
      - 18 credits in Business (including INS 341: International Business)
    - B. Language/Political Science
      - 18 credits in one language (French, German, Spanish) above Language 122 (Level IV)
      - 15 credits in Political Science (including POL 280: Theories and Practice of International Politics)
      - 3 credits in History (to be chosen in consultation with major advisor)
- Note: Students will be placed in the appropriate language level after evaluation of a portfolio of previous work done in the language.*
- III. 3 credits. Interdisciplinary Mid-Level Research Seminar. To be taken after having completed at least 9 credits in political science and/or business and 6 credits in languages above level IV.
  - IV. 3–6 credits capstone. Students must complete one of the following:
    - A. INS 492: 3–6 credit internship (in area relating to language studied).  
*OR*
    - B. INS 498: 3 credit guided research project.

**Business Courses for Business Concentration** (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/ BUS 252	Legal and Ethical Environment
ACC 101	Principles of Accounting I
FIN 330	Managerial Finance
MGT 162	Foundations of Management
MGT 366	Organizational Behavior
INS 380/ MGT 280	Marketing
FIN 311	Financial Markets
FIN 443	International Finance
MKT 480	Advertising Management

**Political Science and History Courses for Political Science Concentration**

(all 3 credits):

See offerings of the Program of Political Science for description of these courses.

*Required*

POL 280 Theories and Practice of International Politics

*12 credits in Political Science to be chosen from the following in consultation with major advisor:*

POL 260	Comparative Politics
POL 305	Race and Politics
POL 360	Western European Political Systems
POL 366	Politics of Development and Underdevelopment
POL 371	Women and Comparative Political Development
POL 380	International Law and Organization
POL 381	American Foreign Policy since 1945
POL 382	International Politics of East and Southeast Asia
POL 383	Comparative Foreign Policy
INS 385/ POL 385	International Political Economy

*3 credits in history to be chosen from level 200 and above, in consultation with major advisor.*

**Language Courses Required of ALL****Students in the major** (12 credits)

Select the *FRE*, *GER*, or *SPA* courses from this group.

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

**Additional Language Courses Required of  
Students in Business Concentration**

(6 credits)

FRE 263, 264	Introduction to International Business French I, II
<i>OR</i>	
GER 263, 264	Introduction to International Business German I, II
<i>OR</i>	
SPA 263, 264	Introduction to International Business Spanish I, II

**Additional Language Courses Required of  
Students in Political Science  
Concentration**

6 credits to be chosen from:

FRE 292	The French Speaking World
FRE 302, 303	Emergence of Modern France I, II
GER 302, 303	Emergence of Modern Germany 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 development of an appropriate minor.

A minor allows students to complement their studies, enrich their personal life, and acquire practical skills that can be applied to professional objectives.

Please consult the director of the program for the details of a minor in international studies.

**Interdisciplinary Major**

Students who are interested in pursuing language studies may elect an interdisciplinary major where language is part of that major. See Interdisciplinary Major section for a description of the major.

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## Mathematics and Computer Science

*Alumnae Hall 111*

William Quirin, *Chair*  
E-mail: quirin@adlibv.adelphi.edu

<i>Professors</i>	<i>Associate Professors</i>
David Lubell	Stephen Bloch
Walter Meyer	Robert Emmett Bradley
William Quirin	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 for the 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
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).

**Requirements for the Major in Computer Science**

(58 credits)

MTH 141	Calculus and Analytic Geometry I
MTH 142	Calculus and Analytic Geometry II
MTH 157	Linear Algebra
MTH 361	Introduction to Probability Theory

*Plus one course from among:*

MTH 351	Theory of Numbers
MTH 355	Symbolic Logic
MTH 362	Mathematical Statistics
MTH–CSC 366	Introduction to Queueing Theory
MTH 383	Numerical Calculus

*Plus all of the following:*

CSC–MTH 156	Discrete Structures
CSC 171	Introduction to Computer Programming
CSC 172	Introduction to Algorithms and Data Structures
CSC 174	Computer Organization and Assembly Language
CSC 270	Survey of Programming Languages
CSC 271	Software I: Utilities and Internals
CSC 272	Software II: Principles of Programming Languages
CSC 343	Data Structures
CSC–MTH 344	Algorithms and Complexity
CSC 371	Systems I: Computer Organization and Architecture
CSC 471	Senior Project I
CSC 472	Senior Project II

*Plus two courses from among:*

CSC 302	Artificial Intelligence
CSC 333	Computer Graphics
CSC 372	Systems II
CSC 443	Data Base Management Systems
CSC 453	Operating Systems

*Computer science majors must take at least one of the following sequences:*

BIO 111, 112	Biological Concepts and Methods I, II
CHE 111, 112	General Chemistry I, II
PHY 113, 114	Physics I, II

To graduate with a degree in mathematics or computer science, majors must have a grade-point average of at least 2.0 in all mathematics and computer science courses, with at most one grade lower than a C. This applies to those courses that have been taken at Adelphi in fulfillment of degree requirements.

Advanced standing may be granted at the discretion of a departmental advisor. Prospective mathematics or computer science majors should consult with a member of the department faculty.

**Honors in Mathematics and Computer Science**

The Department of Mathematics and Computer Science offers Departmental Honors in both majors to students who achieve a high GPA in the respective major courses, typically a minimum of 3.5. Students must maintain excellent grades through the upper level courses. In addition, a student wishing to earn honors in mathematics must complete the Honors Seminar, one of the one-credit courses numbered 0144-290 through 0144-295.

**The Minor**

The department offers two minors, one in mathematics and one in computer science. Students wishing to pursue a minor should consult with the appropriate advisor in the department. In addition, it is strongly recommended that students wishing to earn honors in mathematics complete at least one section of the Mathematics Honors Seminars (the one-credit courses numbered MTH 290–295.)

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## Music

*Post Hall 22*

Larry Newland, *Director of Music*  
E-mail: newland@adlibv.adelphi.edu

<i>Professor</i>	<i>Associate Professor</i>
Larry Newland	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.

## Requirements for the 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 I
MUA 213	Ear Training, Dictation and Sight Singing II
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



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## Performing Arts

### *Post Hall 4*

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

Rebecca Wright, *Director of Dance Program*  
Elaine Massas, *Academic Director of Technical Theater/Design Program*  
Peter Borchetta, *Technical Director of Technical Theater/Design Program*

#### *Professors*

Nancy Miller  
Nicholas Petron  
Rebecca Wright

#### *Visiting Professor*

Brian Rose

#### *Associate Professor*

Elaine Massas

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. In addition, the student must be prepared to offer a dance of any origination.

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

#### **Introductory 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

#### **Foundational Courses**

PFA 200	Text Analysis
PFA 210	European Theater History: Greeks to 1950s
PFA 230	Diction (Erasing the Local Accents)
PFA 250	Scene Study
PFA 260	American Theater History: 1660 to Present
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 Jacobeans)
PFA 340	Rudiments of Directing
PFA 354	History and Performance of Drama II (Jacobbeans 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
<i>Total of six semesters of the following two courses:</i>	
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** (49 credits)

#### **Introductory 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

#### **Foundational 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 Courses**

PTD 365	Scene Design II
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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 in 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:TOC

- 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.

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## Philosophy

*Harvey Hall 216*

Richard Olsen, *Program Director*

### *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 knowledge, the subject originally included almost all areas of knowledge. When the amount of knowledge in each subdivision of philosophy became so great that a single person could not master them all, each of the sciences became a discipline in its own right. Philosophy was then left with the task of attempting to answer the great questions that transcend the scope of any one science. These questions include: What is the ultimate nature of the world? What is the proper way for a human being to behave in it? Does God exist? How can we tell knowledge from error?

Students may choose to major or minor in philosophy. In consultation with an advisor and in addition to the University General Education requirements, students majoring in philosophy work out a course of study most suitable to individual needs and interests. The student must, however, have a firm grounding in both the history of philosophy and contemporary philosophical thought.

### Requirements for the

#### Major in Philosophy (30 credits)

PHI 110	Introduction to Philosophy
PHI 212	Ethics and Morality
PHI 280	Deductive Logic
PHI 311	The History of Philosophy I
PHI 312	The History of Philosophy II
PHI 313	The History of Philosophy III
PHI 330	Existentialism and European Thought
PHI 331	Analytic Philosophy and Pragmatism

#### Electives (6 credits)

PHI 498, 499	Senior Project for Majors in Philosophy; though not required, it is highly recommended, especially for those expecting to do graduate work in philosophy; no student will be awarded honors in philosophy without completing it.
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### The Minor

To minor in philosophy, a student must take 18 credits. In consultation with an advisor, students should design a coherent program that will complement their major field of study. For specific suggestions the student should contact a philosophy advisor.

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## Physics

*Blodgett Hall, Lower Level*

John P. Dooher, *Chair*  
E-mail: dooher@adlibv.adelphi.edu

### *Professors*

Henry R. Ahner  
John P. Dooher  
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 modern-

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

### **Requirements 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 324	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.

**Requirements for the Major in Physics for Pre-Engineering students leading to a B.A. degree from Adelphi and a B.S. in Engineering from the co-operating institution (e.g. Columbia University)**

**Major requirements** (66 credits)

The following courses are required in addition to the 52 credits that are required for the Major in Physics leading to the B.A. Degree:

CSC 171	Introduction to Computer Programming
CSC 172	Introduction to Algorithms and Data Structures
CHE 111	General Chemistry I
CHE 112	General Chemistry II

**Electives** (21 credits)

These electives will depend on the engineering program selected and will be taken both at Adelphi and the co-operating engineering school. Electrical engineering programs require either PHY 243 (Analog Circuits) or PHY 244 (Digital Circuits) which are both four-credit courses.

*General Education Students* must complete Adelphi's General Education requirements (28 additional credits) in order to receive the B.A. degree from Adelphi.

**Requirements for the Major in Physics Leading to the B.S. Degree**

(120 credits)

**Major requirements** (62 credits)

PHY 113	Physics I—Mechanics, Waves, and Thermodynamics (calculus based)
PHY 114	Physics II—Electricity, Magnetism, and Optics (calculus based)
PHY 211	Introduction to Mathematical Methods in Physics I

PHY 216	Physics III—Introduction to Physics of Atoms, Nuclei, and Solids
PHY 230	Mechanics I: Statics
PHY 231	Mechanics II: Dynamics
PHY 244	Digital Circuits
PHY 260	Thermodynamics and Kinetic Theory
PHY 264	Optics
PHY 301	Mathematical Methods in Physics
PHY 324	Advanced Physics Lab
PHY 380	Electromagnetic Theory
PHY 428	Quantum Mechanics

Students who have taken College Physics (PHY 111 and 112) and who are interested in Pre-engineering or a physics major are required to take PHY 261: Computational and Problem Solving Methods in Physics. This course covers the methods of calculus and computer techniques for solving a variety of problems in mechanics and electromagnetism.

MTH 141	Calculus and Analytic Geometry I
MTH 142	Calculus and Analytic Geometry II
MTH 144	Introduction to Ordinary Differential Equations
MTH 157	Linear Algebra

**Recommended Electives** (students are encouraged to take at least one course from this group of highly recommended electives)

PHY 243	Analog Circuits
MTH 143	Calculus III
CHE 111	General Chemistry I
CHE 112	General Chemistry II

**Open Electives** (25 credits)

**Advanced Level Elective Courses:** A Bachelor of Science candidate in physics is required to take 25 credits of open electives. A student may choose, in consultation with the faculty advisor, a number of advanced level elective

courses offered by the physics department or other disciplines.

### **Pre-Engineering Preparation**

In order to facilitate the combination of a liberal arts program with professional education in engineering, Adelphi University offers selected students an opportunity to participate in an integrated program leading to the Bachelor of Arts degree in physics from Adelphi and the Bachelor of Science degree in a professional field from any of the following schools: Columbia University, Polytechnic University, Rensselaer Polytechnic Institute, Stevens Institute of Technology, and New Jersey Institute of Technology.

### **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 transfer 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 Preparation**

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  
Bachelor of Arts in Physics with  
Provisional Certification for  
Secondary School Teaching**

The course requirements for the major in physics are indicated above. In addition, there are certain courses to be taken in education. The specifics of this program are arranged after consultation with the chair of the physics department and the advisors in the School of Education.

**Requirements for the  
Minor in Physics** (24 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      Modern Physics

(Eight (8) credits to be taken in physics in consultation with a faculty advisor)

**Transfer Students**

Transfer students at any level are accepted into the physics department. The number of credits and courses transferable will be determined on an individual basis. Students transferring from an accredited four-year college must spend at least two semesters in residence at the University working toward a degree in physics. Community college transfer students must complete at least 56 credits (approximately two years) in residence working toward a degree in physics.

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## Political Science

*Blodgett Hall 202*

Regina Axelrod, *Director*  
E-mail: RSA@adlibv.adelphi.edu

*Professor*  
Regina Axelrod

*Associate Professors*  
Marlyn McGary Klee  
Lawrence R. Sullivan  
Hugh A. Wilson

Political science is the study of the forms and processes of government that every society and social organization require. The discipline also examines the role of political systems in determining the rules by which members of a community live, the community's principles and goals, and the nature and sources of political obligation.

The curriculum of the department is organized into five fields: American government and politics, political theory and methodology, comparative government, international politics, and American public policy. Understanding of political processes equips members of a democratic society with the knowledge needed to act responsibly. The study of political science also offers an excellent intellectual foundation for many careers, including law, education, government service, business, communications, campaign management, and management consulting.

The department's programs use the world as a laboratory for linking theoretical concerns with practical realities. The faculty encourage students to read with understanding, express ideas with clarity and force, and analyze political problems and issues systematically.

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

### Requirements for the Major in Political Science (36 credits)

(15 credits) *within the department:*

POL 101	Introduction to the American Political System
POL 102	Introduction to Politics
POL 240	Political Theory in Historical Perspective
POL 260	Comparative Political Analysis
POL 280	Theories and Practice of International Politics

Majors should complete introductory-level courses before 300-level courses in any given field.

*In addition (6 credits) from the offerings in:*

Political Theory  
Comparative Politics  
International Politics

*Plus (15 credits) of:*

Electives from among the total offerings of the department, including a 400-level seminar.

Also recommended are courses in related disciplines.

All graduating majors must have earned a 2.0 minimum G.P.A. in political science courses. All majors must attend at least one on-campus lecture, forum, etc., per semester. The Pass/Fail option cannot be used to meet department requirements for a political science major except for a maximum of 9 credits of internship work. For departmental honors, a 3.5 minimum G.P.A. is required, plus a seminar with a grade of B or better.

### **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 with a Prelaw 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. Prelaw 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 Washington internship. (See above.) The minor is not intended for political science majors.

*Prerequisites:* American government or national issues (6 credits); International politics or comparative politics or political theory (3 credits); Seminar in Public Policy (offered every fall semester) (3 credits).

## Other Programs

### Albany Internship

Students have an opportunity to serve in the State Legislature for the spring semester. Students will take courses and seminars in Albany. 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)

*Prerequisites: POL 101, and completion of 6 credits of political science under one of the following options:*

#### Option A

Additional course from among the appropriate offerings of the department

- POL 429 Seminar in Public Policy

#### Option B

Two additional courses from among the appropriate offerings in the department

The Albany internships are open to majors of all disciplines. Preference is given to juniors and first semester seniors. Applications should normally be made one calendar year in advance of the internship semester.

The Albany internships normally require a 3.3 G.P.A. and approval of the Political Science Internship Committee.

*Pre-law Internships* are an opportunity to familiarize the student with the American legal system by working in a law office.

*Local Internships* are placements in the United Nations, Congressional district offices, interest groups, and other appropriate settings.

### International Studies Program

See details in this *Bulletin* under Languages and International Studies.

### European Studies Program

The European Studies Program seeks to promote understanding and appreciation of the richness of history, politics, literature, language, economics, arts, and culture of modern Europe.

The concentration in European studies comprises 18 credits selected from history, political science, art history, economics, communications, languages, philosophy, and English. See Professor Regina Axelrod, Chair, Political Science, Blodgett 202, or Professor Martin Hass, Chair, History, Blodgett 200, for advisement.

### Honors in Political Science

The standards for Departmental Honors are a 3.5 G.P.A. in political science courses and completion of a political science seminar with a grade of “B” or better.

### Pi Sigma Alpha

Pi Sigma Alpha is the national Political Science honor society with over 420 chapters at most leading colleges and universities in the United States. The qualifications for membership in the Adelphi chapter of Pi Sigma Alpha are: (1) at least four political science courses, including one course at the 300 level, with grades of “B” or better, and (2) an overall University G.P.A. of at least 3.0. One need not be a political science major to be a member.

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## Sociology

*Blodgett Hall 102*

Sally Ridgeway, *Director*  
E-mail: [ridgeway@adlibv.adelphi.edu](mailto:ridgeway@adlibv.adelphi.edu)

*Professor*  
Salvatore Primeggia

*Associate Professors*  
Shirae Cho  
Michael Givant  
Pierre Hegy  
Sally Ridgeway

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.

### Social Studies “7–12”

(Provisional Certification)

This form of the major is designed for students who wish to combine a major in sociology with preparation for secondary school teaching in social studies. Graduates of this program receive a B.A. in sociology and provisional certification as secondary school social studies teachers.

SOC 200	Sociological Statistics
SOC 201	Sociological Research Methods
SOC 202	The Classics of Social Thought
SOC 203	Contemporary Sociological Theories

Three additional courses in sociology (9 credits).

Other courses chosen in consultation with the student’s advisor. For specific additional courses

required for Social Studies certification see the School of Education section of this *Bulletin*.

### **Course Sequence for 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' Seminars**

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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## Center for African- American and Ethnic Studies

*Harvey Hall 219*

Marsha J. Tyson Darling, *Director*

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 America's four largest racial/ethnic groups.

The Center's global vision and the minor in African American and Ethnic Studies offers a broad and interdisciplinary range of courses that prepares students to examine and develop concepts and theories to build a greater understanding of the historical, cultural, socio-economic, and political experiences of people of color. The Center draws on the faculty of the arts, humanities, natural and social sciences, and the professional schools in developing a broad and interdisciplinary range of courses and scholarly perspectives for its minor. The minor emphasizes the study of history, literature and the arts, culture and society, and contemporary issues. The minor in African American and Ethnic Studies enhances employment opportunities in a culturally diverse workplace, and graduate

school opportunities in professions such as business, education, government, law, journalism, marketing, teaching, and social work. The Center's academic and cultural programs and activities are designed to enrich Adelphi and its neighboring communities. They are available to all students of the University regardless of their major, concentration, race, or ethnicity.

### Requirements for Minors in African-American and Ethnic Studies (21 credits)

*Required:*

*Literature/Arts Studies:*

AAS 260	African American and African Caribbean Writers I
AAS 261	African American and African Caribbean Writers II

*Humanities:*

HIS 304	African American History I
HIS 305	African American History II

*Cultural Studies:*

AAS 390	African American Culture
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*Plus 2 additional electives (for a total of 6 credits) recommended are:*

AAS 390	Civil Rights Movement
AAS 135	History of Black Performing Arts
AAS 140	Black Drama Workshop
AAS 390	Ethnic Dance
HIS 361	African History
POL 305	Race and Politics

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## Latin American Studies

*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, Japanese, African, and pre-Columbian strands and that a great variety of languages are spoken, such as Maya, Zapotec, Quechua, Spanish, Portuguese, French, Papiamentu, Patois, and Creole.

The program will prepare students to be informed about and sensitive to the needs of the multicultural population of the South and North American continents.

### Requirements for the Latin American Studies Major

(36 credits)

Students wishing to major in Latin American studies must demonstrate proficiency in the use of Spanish by the end of their junior year. This proficiency may be demonstrated by examination or by completing 6 credits in Spanish. Students may take additional courses if they need or desire special training.

#### Anthropology (6 credits)

ANT 111 Cultural Anthropology  
ANT 245 Peoples and Cultures of Mesoamerica  
(See departmental offering)

#### Economics (3 credits)

ECO 101 Introduction to Economics

#### History\* (6 credits)

#### Language\* (6 credits)

SPA 231 Spanish Cross-Cultural Concepts

#### Political Science\* (6 credits)

#### Sociology\* (3 credits)

#### Spanish\* (6 credits)

SPA 531 Caribbean Culture and Civilization (This course may be taken for undergraduate or graduate credit)

\* Courses chosen in consultation with major advisor.

#### Overseas Opportunities

At the junior level, a qualifying student may apply for a Provost Scholarship to study abroad for one semester at an accredited Latin American or Caribbean university. Students may also study overseas through the International Student Services/Study Abroad program.

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## Pre-Professional Preparation

### Prelaw Preparation

*Blodgett Hall 200*

Patrick J. Kelly, *Chair, Prelaw Council*  
E-mail: kelly2@adlibv.adelphi.edu

The best advice to the student preparing for law school is contained in the Prelaw Handbook, issued yearly by the Association of American Law Schools and the Law School Admission Council. Students are urged to read this advice in its entirety. Essentially, the student is reminded that law “is a profession to which all of life is relevant. It deserves an education befitting its nature.” No particular major is singled out as best for prelaw preparation. Rather, what the law schools seek is “the ability to express thoughts with clarity and force,” “understanding of human institutions and values,” and “the power to think clearly, carefully, and independently.”

To express ideas with clarity and force, students must master the art of writing. Beyond this, they must learn to read works of literature and exposition with comprehension and speed, and should continuously practice speaking and debate. Understanding human values and institutions is a lifetime goal, but the best opportunity to begin this quest is during one’s undergraduate years. Careful study within each of the great divisions of human knowledge—the humanities, the sciences, and the social sciences—is indispensable.

Prelaw students must develop the capacity to think creatively. This capacity depends on the skills and understanding already discussed, and also on the ability to conduct research; to reason deductively, inductively, and by analogy; and to synthesize what one has learned. Students must be able to think logically, imaginatively, and

scientifically. Above all, they must learn to cope with “the plasticity and ambiguity of fact and theory” found in the humanities and social sciences.

Guidance of prelaw students at Adelphi rests with the Prelaw Council. The council advises students on the development of individually tailored programs of undergraduate study in preparation for law school; maintains a small library of prelaw materials, law school bulletins, and information on the LSAT; teaches its own prep course; sponsors workshops and conferences on campus; and gives assistance in choosing a law school and handling applications and recommendations. Prelaw students are urged to register with the Chair of the Council, Blodgett Hall 200.

(See other sections of this *Bulletin* for the prelaw concentration of study.)

### Premedical Preparation

*Science Building 201*

Charles S. Shopsis, *Chair, Premedical Council*  
E-mail: shopsis@panther.adelphi.edu

The health professions are popular career goals for Adelphi students. Students preparing for medical, dental, veterinary, optometry, podiatry, or chiropractic school (“pre-meds”) may major in any subject but must take General Chemistry, Organic Chemistry, General Biology, and Physics (all one year sequences) and at least one semester of math or statistics. Careful planning is important because the required science courses must be completed by the end of the junior year, at which time the national pre-professional examinations (Medical College Admissions Test [MCAT], Dental Admissions Test [DAT], etc.) should be taken.

Admission to health professional schools requires excellent grades, good performance on standardized tests (test reading, reasoning, mathematical skills and science knowledge) and documented interest in the profession, as evi-

denced 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 Prof. Shopsis or another 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 mentor, 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 world wide web page ([www.adelphi.edu/acad\\_depts/artsci/premed/](http://www.adelphi.edu/acad_depts/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 premedical credentials. They too will receive full pre-medical support services.

More information about these programs can be obtained from Prof. Shopsis at (516) 877-4140 or [shopsis@panther.adelphi.edu](mailto:shopsis@panther.adelphi.edu).

(See the Biology section of this *Bulletin* for more information about pre-medical study. The M.S. program in Biology is described in a separate *Graduate Bulletin* available from the Office of Admissions.)

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## Women's Studies

*Levermore Hall 303*

Sally Ridgeway, *Director*, Blodgett Hall, 105  
E-mail: [ridgeway@adlibv.adelphi.edu](mailto:ridgeway@adlibv.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 negative stereotypes of women; employs conceptual categories that make women's experiences visible; treats women's experiences as equal in importance to those of men; and identifies values, traditions, practices, and perspectives that can be considered distinctively female. Students

become aware of gender constructions found in all areas of their own lives, allowing them to better prepare for our contemporary world where family and work are rapidly changing around gendered issues, including care for children, affirmative action and other work issues, sexuality, and changing definitions of family life and roles. Whatever their ideals and beliefs, students in this program will be better able to make informed decisions about the debated concerns underlying changing policies and legislative issues. This program is of value to students entering any professional field and will better inform them for the many personal decisions they will meet around family and relationships.

Minor requirements include three introductory courses: Gender Roles and Identities (SOC 225); History of Women in the United States I and II (HIS 281, 282); and 12 additional credits of related course work. Three credits of independent study in a focused area is encouraged. Courses are selected in consultation with an advisor. This program is open to any interested student.

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## University College— General Studies/ ABLE Programs

*Eddy Hall North*

Peter Katopes, *Associate Dean*  
Emily B. Wilson, *Assistant Dean*

Daniel Rosenberg, *Director of Academic Affairs*

### *Instructional Staff*

Stanley Bodner	Joseph Gray
Gregory Canell	Joseph Hoffman
Joe Cassidy	Ellin Horowitz
Paul Esposito	Salvatore Iacone
Graham Everett	Theodore Lewis
Frank Friedman	Ronald Schoenberg
Robert Goldfarb	Karsten Struhl

## Philosophy of the Programs

Rooted in the tradition of liberal learning, the ABLE 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 ABLE Program gives adults aged 21 years and older the opportunity to earn associate's or bachelor's degrees or teacher certification.

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.

### Tutors and Counselors

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.

**Course of Study***Fall*

Freshman Seminar: A World of Ideas I  
 Critical Reading and Writing  
 Origins of Western Civilization I  
 Society and the Individual II: Psychology

*Spring*

Freshman Seminar: A World of Ideas II  
 Expository Writing and Research  
 Origins of Western Civilization II  
 Problem-Solving Across the Curriculum

**General Studies****Academic Regulations****(General Studies Students Only)****Academic Dismissal**

Students may be dismissed from the general studies program and from Adelphi University under the following circumstances:

*After one semester*—if the student earns less than a grade-point average of 2.0 and the faculty, administration, tutors, and counselors believe that the student does not have a reasonable chance of achieving academic success at the University.

*After two semesters*—if the student has less than a 2.0 cumulative grade-point average, the student may be dismissed from the general studies program and from Adelphi University.

**Academic Probation**

General studies students may be placed on academic probation at the conclusion of the fall semester if they earn less than a grade-point average of 2.0. Students placed on probation will sign and adhere to a General Studies Academic Probation Contract, which specifies the nature and duration of contact time with their tutors and counselors during the spring semester.

**Course Load**

All general studies students are required to register as full-time students, taking a maximum of 13 credits per semester.

**Extracurricular Activities**

General studies students may not join intercollegiate athletic teams during their first year and are prohibited from pledging for fraternities or sororities during their first semester in the program. To pledge during the second semester, students must be in good academic standing and have a grade-point average of 2.0 or higher.

**Incompletes**

Students can receive a grade of I (Incomplete) only with the written permission of the Associate Dean. The Incomplete must be resolved within four weeks of the end of the semester in which the grade of I was given. After this time, the I will become a grade of F.

**Pass/Fail Option**

No Pass/Fail grades are permitted in the general studies program.

**ABLE Program**

The ABLE program is designed for adults, aged 21 years and older, who want to enjoy the benefits of a liberal education. Through the program, students earn associate's or bachelor's degrees, or teacher certification, that can help them advance in present careers, prepare for new ones, or qualify for higher-level study. But ABLE is not aimed narrowly at preparation for one profession. Rather, like all of Adelphi University's undergraduate programs, it aims to help students develop their capacity for self-knowledge, critical thought, and understanding of the modern world. As they become more fully learned, they become better equipped for life as well as work.

The program's curriculum provides ABLE students with a strong foundation of intellectual experience. An emphasis on writing ensures that students learn to state their thoughts clearly and persuasively. Recognizing the needs and expectations of adult students, the ABLE program stresses pedagogical excellence, innovative support services, and flexible scheduling.

ABLE offers curricula leading to the Associate of Arts, Bachelor of Arts, and Bachelor of Science. Students can specialize in one of four areas of concentration: humanistic studies, social sciences, fine arts, and management and communications (business). Students enrolled in the ABLE program can also acquire certification in elementary and secondary education through a joint program of study sponsored by ABLE and Adelphi's School of Education.

## **ABLE Program Curriculum**

### **Associate of Arts in Liberal Arts**

Candidates for this degree must have completed at least 64 credits, 30 of which must be taken in graded course work at the University. No more than 34 of the total credits may be awarded from prior learning. In all cases, candidates must have a minimum cumulative grade-point average of 2.5 from Adelphi.

*The distribution requirement for the Associate of Arts will be fulfilled as follows:*

Two semesters of English composition  
Two humanistic studies foundation courses  
Two social sciences foundation courses  
The Rise of Science course

### **Bachelor of Arts in Humanistic Studies or Social Sciences**

Candidates for this degree must have completed at least 120 credits, 90 of which must be in the liberal arts. The final 30 credits must be taken in graded course work at the University, and no more than 90 of the total credits may be awarded from prior learning. Candidates must

have a minimum grade-point average of 2.5 in their area of concentration and a minimum grade-point average of 2.0 from Adelphi overall. (Students enrolled in the joint ABLE/School of Education program must have a minimum grade-point average of 3.0 in education course work and a minimum grade-point average of 2.75 overall.)

*The distribution requirement for the Bachelor of Arts will be fulfilled as follows:*

Two semesters of English composition  
Three foundation courses in the appropriate area of concentration  
A minimum of 16 credits of advanced electives in the appropriate area of concentration specialization  
Capstone I and Capstone II

### **Bachelor of Science in Management and Communications**

Candidates for this degree must have completed at least 120 credits, 60 of which must be in the liberal arts. The final 30 credits must be taken in graded course work at the University, and no more than 90 of the total credits may be awarded from prior learning. Candidates must have a minimum grade-point average of 2.5 in their area of concentration and a minimum grade-point average of 2.0 from Adelphi overall.

*The distribution requirement for the Bachelor of Science will be fulfilled as follows:*

Two semesters of English composition  
Foundations of Economics  
Mathematics for Managers  
Seven management and communications foundation courses  
A minimum of 16 credits in advanced electives in one management and communications specialization  
Capstone I and Capstone II

## Joint Programs

### Bachelor of Arts in Fine Arts

This area of concentration is a cooperative program between ABLE and Adelphi's Department of Art and Art History. Candidates for this degree must have completed at least 120 credits, 60 of which must be in the liberal arts. The final 30 credits must be taken in graded course work at the University, and no more than 90 of the total credits may be awarded from prior learning.

*The distribution requirement for the Bachelor of Arts will be fulfilled as follows:*

Two semesters of English composition

AHS 151	Beginning Sculpture
AHS 244	Art History: Classical Antiquity
AHS 249	Art History: Contemporary
AHS 252	Ceramics
AHS 253	Photography
AHS 254	Painting and Drawing
AHS 350	Beginning Printmaking
AHS 351	Advanced Sculpture
AHS 409	Advanced Printmaking
AHS 454	Advanced Painting and Drawing
Capstone I and Capstone II	

### Elementary and Secondary Education Specializations

Students seeking certification in elementary or secondary education can study either specialization in a cooperative program sponsored by ABLE and Adelphi's School of Education. Students must take the following education courses through the School of Education and their liberal arts distribution requirements in ABLE. Academic advisors from ABLE and the School of Education should be contacted.

*(Please note that education requirements will be changing to meet new State Certification requirements. See School of Education.)*

### Elementary Education (37 credits)

This program prepares elementary school teachers. Students select an ABLE baccalaureate program in either Humanistic Studies or Social Sciences and a second major in Childhood Education. The required Education course sequence is as follows:

#### Second Year

EDU 221 Processes of Learning (Birth-Grade 8) (replaces EDU 121 in spring 2001) (3 credits)

OR

PSY 115 Developmental Psychology (3 credits)

#### Junior Year

EDU 302 Learning, Cognition and Teaching (replaces EDU 231 in spring 2001) (3 credits)

EDU 304 Community, School and Society (replaces EDU 201 in spring 2001) (3 credits)

EDU 305 The Child with Special Needs (replaces EDU 340 in spring 2001) (3 credits)

EDU 401 Teaching and Learning Literacy I (N-3) (replaces EDU 343 in spring 2001) (3 credits)

EDU 403 Teaching and Learning Math (1-6) (replaces EDU 351 in spring 2001) (3 credits)

EDU 591 Elementary School Based Inquiry I (N-3) (2 credits)

#### Fourth Year

EDU 402 Teaching and Learning Social Studies (1-6) (replaces EDU 341 in spring 2001) (3 credits)

EDU 404 Teaching and Learning Science (1-6) (replaces EDU 351 in spring 2001) (3 credits)

EDU 405	Teaching and Learning Literacy II (4–6) (replaces EDU 544 in spring 2001) (3 credits)
EDU 592	Elementary School Based Inquiry II (4–6) (2 credits)
EDU 531	Elementary Student Teaching & Reflective Practice Seminar (6 credits)

**New York State Liberal Arts and Science Requirements for Childhood Educators**

3 credits composition	
6 credits mathematics (may include statistics for business or social science; excludes computer science)	
3 credits natural science	
4 credits laboratory science	
6 credits American history	
3 credits world history	
3 credits political science	
3 credits sociology, economics, political science, anthropology or history	
6 credits literature (American literature recommended)	
6 credits language other than English (may be waived based on proof of 80% or above on Regents examination)	
6 credits arts (music or art performance and history)	
EDU 533	Computer Based Technologies in Education (3 credits)
HED 571	Health Issues for Elementary School Educators (replaces EDU 611) (3 credits)

**Secondary Education Specialization**  
(40 credits)

This program prepares secondary school teachers in English and social studies. Students select an appropriate major in ABLE under their advisors' guidance. For English teachers, the Humanistic Studies major must include a minimum of 36 credits in literary studies. For social

studies education, students take the following course sequence:

ABLE 108	Society and the Individual (4 credits)
ABLE 112	Foundations of Economics (4 credits)
ABLE 113	Major Themes in American Civilization (4 credits)
ABLE 114	Major Themes in European Civilization (4 credits)
ABLE 202	Cultural Anthropology (4 credits)
ABLE 241	The American Political System (4 credits)

and four advanced courses in history (16 credits).

The required Education course sequence for Secondary Teachers is as follows:

**Second Year**

EDU 222	Processes of Learning 2 [Grades 7–12] (replaces EDU 121 in spring 2001) (3 credits)
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*OR*

PSY 116	Adolescent Psychology (3 credits)
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**Third Year**

EDU 302	Learning, Cognition and Teaching (replaces EDU 231 in spring 2000) (3 credits)
EDU 304	Community, School and Society (replaces EDU 201 in spring 2001) (3 credits)
EDU 305	The Child with Special Needs (replaces EDU 340 in spring 2001) (3 credits)
EDU 520	Reading and Writing in the Middle and Secondary School (3 credits)
EDU 593	Secondary School Based Inquiry I [Grades 7–9] (2 credits)

**Fourth Year**

EDU 511	Curriculum and Methods of
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	Instruction: English (3 credits)
<i>OR</i>	
EDU 518	Curriculum and Methods of Introduction: Social Studies (3 credits)
EDU 521	Literature for Young Adults (3 credits)
EDU 594	Secondary School Based Inquiry 2 [Grades 10–12] (2 credits)
EDU 530	Secondary Student Teaching and Reflective Practice Seminar (6 credits)

#### **New York State Liberal Arts Requirement for Adolescent Educators**

3 credits composition

6 credits mathematics (may include statistics for  
business or social science; excludes computer  
science)

3 credits natural science

4 credits laboratory science

6 credits American history

3 credits political science

3 credits sociology, economics, political science,  
anthropology or history

6 credits literature (American literature recom-  
mended)

6 credits language other than English (may be  
waived based on proof of 80% or above on  
Regents examination)

6 credits arts (music or art performance and his-  
tory)

EDU 533 Computer Based Technologies  
in Education (3 credits)

HED 504 Comprehensive Health  
Education for Secondary  
School Teachers (replaces  
EDU 611) (3 credits)

*Note: The above requirements may be met in part  
through the baccalaureate requirements in the  
ABLE program. Please confer with an advisor in  
ABLE.*

#### **Certificate Program in Health Care Management**

Recognizing the tremendous demand for  
trained health care management professionals,  
the ABLE program offers a Certificate program  
in health care management. Consisting of five  
courses, this program is designed both for experi-  
enced health care professionals who are seeking  
to enhance their present knowledge and experi-  
ence and for those who are presently thinking  
about a career in health care management.

The courses are each taught by an experi-  
enced and accomplished professional in the  
field and introduce the student to all significant  
aspects and issues concerned with health care  
management.

Students may take these courses either for  
credit or noncredit.\* However, the entire se-  
quence must be completed in order to earn the  
Certificate.

\* Students who take any of these courses on a noncredit  
basis and wish to convert them to credit courses at a later  
date must consult their ABLE academic advisor.

HCM I	Fundamentals of Health Care Management
HCM II	Financial Management of Health Care Facilities
HCM III	Health Care Human Resource Management
HCM IV	Legal Aspects of Health Care
HCM V	Health Care Management Information Systems

#### **ABLE Admissions**

Adults aged 21 and older are eligible to  
apply to the ABLE program. Admission is based  
upon the ability to do college-level work.  
Although past academic records are required  
and reviewed, ABLE is more concerned with a  
potential student's present motivation to earn a  
degree than in that student's previous academic  
performance.

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 Regulations (ABLE Students Only)**

### **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

75 Students have two semesters to remove themselves from academic probation by bringing their cumulative grade-point average to the required level and resolving all outstanding grades of “Incomplete.”

### **Administrative Withdrawal from the University**

#### ***Involuntary Withdrawal***

At the discretion of the associate dean, students may be administratively withdrawn for the following reasons:

- failure to submit official transcripts within established deadlines;
- failure to fulfill the requirements for removal from provisional status;
- failure to fulfill the conditions of the Academic Contract;
- failure to enroll for courses for three consecutive semesters without having requested an official leave of absence.

#### ***Voluntary Withdrawal***

Students who wish to withdraw in good standing from the University must inform the ABLE office in writing. Any refund of tuition or fees to which students are entitled will be given according to the date when their written request is made and to the current refund schedule. Students seeking readmission to the University must complete a readmission form, available at the ABLE office.

### **Graduation**

Students should schedule a graduation clearance appointment with their ABLE academic advisor before filing an Application for Graduation form. Deadlines for filing the Application for Graduation are listed in the current ABLE Registration Guide. (Students engaged in the prior learning process may not file for graduation until they have received their final award notice.)

**Incompletes**

The grade of I (Incomplete) may be given only with the prior approval of the associate dean, and only when students have experienced well-documented illnesses or well-documented catastrophic personal circumstances. The grade of I will not be used in lieu of a poor grade resulting from excessive absences or a failure to complete course work. The Incomplete must be resolved within one term—including the summer term. After this time, the grade of I will become a grade of F.

**Pass/Fail Option**

ABLE students may, with the written approval of their academic advisor, register for up to 8 credits on a Pass/Fail basis during the course of their entire undergraduate program of study. This option must be selected when students register, and no changes regarding their choice will be allowed after the fourth week of the semester or term.

Students may not select the Pass/Fail option for English composition courses, any courses in 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 spring semesters only.) To qualify for the Dean's List, a student must:

- have been matriculated full time at Adelphi University;
- have completed at least 12 credits during that semester;
- have received no grades of F;
- have a grade-point average of 3.75 or higher for the semester.

**The Adelphi Summer Academy for College-Bound Students**

The Adelphi Summer Academy for College-Bound Students is an intensive two-week introduction to the intellectual environment of the University. Designed as a means of easing the transition from high school to college, it assists students in the development of their critical reading, writing, mathematical, and analytical skills. Students attend college-level classes, engage in computer-assisted writing exercises, receive instruction in basic library research techniques, and participate in various workshops and activities devised to strengthen their academic skills. The academy is in session each August, and students earn 3 college credits upon their successful completion of its program of study.

**ELS Language Centers**

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

Enrolling in this program allows the student an opportunity to live in Adelphi residence halls, enjoy the dining facilities, use the recreational areas, and experience life at Adelphi. The ELS office is located in Linen Hall. For admission information, contact ELS at (516) 877-3910.

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## COURSES OF INSTRUCTION

### COLLEGE OF ARTS AND SCIENCES

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#### ANTHROPOLOGY

**ANT/SOC 105 Culture and Society** 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 condition in time and space. Twenty-five hours of laboratory work on skeletal collections are required.

**ANT 113 Archaeology** 4 credits  
An introduction to the major problems and concepts of archaeology. The nature of archaeological data and fieldwork are discussed with examples from sites around the world. Prehistoric occupations are evaluated in terms of their contributions to modern society. Field and laboratory work include the examination and study of stone and ceramic artifacts. Five weekend day field trips are required.

**ANT 222 The Myth of Race** 4 credits  
*Prerequisite: ANT 112 or 224, or permission of instructor.*  
The relevance of the race concept as applied to humankind. The nature of human variation and alternative methods of classifying human population. Theories concerning the origin of humankind and the differentiation of contemporary populations will be examined. Field trips and laboratory activities supplement classroom work. Twenty-five hours of laboratory/fieldwork are required.

**ANT 224 Fossil Man** 4 credits  
Biocultural aspects of human evolution beginning with man's primate ancestors and continuing through the modern day. The fossil remains of the various stages of human evolution will be studied. Controversial topics in the interpretation of the fossil remains will be discussed. Twenty-five hours of lab/fieldwork are required.

**ANT 226 Prehistoric Technology** 4 credits  
The commonplace and exotic skills and techniques of early man as interpreted from the archaeological record. Humankind's dependence on an interaction with varied ecological conditions is emphasized. Field trips and laboratory activities supplement classroom work. Five weekend day field trips are required.

**ANT 229 Humankind, Culture, and Environment** 4 credits  
*Cross-listed with Environmental Studies.*  
This course examines influences that varying environments have on human and biocultural adaptations. Focus will be given to settlement patterns and population size of ancient and modern man, and the effect migration has on ancient and modern populations. Field trips and laboratory activities supplement classroom work. Twenty-five hours of laboratory/fieldwork are required.

**ANT 238 Culture, Family, and Marriage** 3 credits  
Varied forms of social organization in tribal societies. These include kinship groupings such as family and clan, as well as groups organized by age and sex into secret societies and age grades. Topics and emphasis will vary with the instructor.

**ANT 241 Icons of Power** 3 credits  
Identifies and defines (with emphasis on artistic and ritual form) the basic religious and cultural value systems of the peoples of our modern world. Extensive use will be made of both American and Diaspora shrines, churches, museums, and other culturally invested institutions in the metropolitan area. (Field trips required.)

**ANT 244 Origins of Civilization and the State** 3 credits  
*Prerequisite: ANT 111 or permission of the instructor.*  
An understanding of how and why the first civilizations emerged in the Old and New Worlds. We study the preconditions necessary for state development: the domestication of plants/animals, the development of early farming communities, the first cities, and the religious ideologies which served early leaders as they consolidated power and began military expansion. Case studies from Mesopotamia, China, Peru, Mexico, and Egypt.

**ANT 245 Peoples and Cultures of Mexico** 3 credits  
*Prerequisite: ANT 111 or permission of the instructor.*  
A critical examination of the many identities of the Mexicans through time in order to understand the reality of modern Mexico, a multicultural country with the many indigenous cultures playing dynamic roles in the redefini-

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 Mesoamerican civilizations flourishing at the time of the arrival of the Europeans: the Maya, Aztec, and Zapotec. We will examine the rich archaeological record, the abundant ethnohistorical material, as well as original fieldwork data. The shared, distinctly Mesoamerican ideologies, which define their world views as expressed in ritual behavior, their complex economic systems, and their varied political structures will be analyzed.

**ANT 249 The Raw and the Cooked: Changing Perceptions of The Primitive** 3 credits

*Prerequisite: ANT 111 or permission of the instructor.*  
Post-modern societies play with many distorted images of “the savage” (noble or brutal), barbarians, primitives, heathens, and similar fantasies of “otherness” in public art, fashion, discourse, politics, and religion. At the same time the contacts between post-modern peoples and actual primitive peoples have become everyday and often brutal occurrences. This course will examine both aspects of this rope—how western societies fantasize about the primitive, and what anthropology can tell us about the lives, cultures, and circumstances of actual primitive peoples.

**ANT 250 Special Topics: Primate Social Behavior** 4 credits

This course will examine the ecology, biological adaptations, population structure, ethology, and behavioral potential of non-human primates. Primate social patterns and evolutionary theory will be discussed and applied to an understanding of the origins of human behavior. Twenty-five hours of lab/fieldwork required.

**ANT 253 Peoples and Culture 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 256 Cultures and Religions of India** 3 credits

The peoples of India viewed within the context of India’s cultural, religious, intellectual, and economic history. Contemporary Indian village and urban life is analyzed. Hindu, Buddhist, and Muslim religions are discussed.

**ANT 265 The Developing World: Culture, Conflict and Changes** 3 credits

*Prerequisite: ANT 111 or permission of the instructor.*  
Focuses on understanding the problems which face people who live predominately in the developing countries. Models used are from development anthropology and development economics. We look at the interrelated problems of indigenous groups and ethnicity and their relationship to the state. A second theme is the examination of issues of food, population and gender and the roles of non-governmental organizations, and sustainable, grassroots models for development.

**ANT 271 Indians of North America** 3 credits

*Prerequisite: ANT 111 or permission of the instructor.*  
This course explores the diversity of Native American cultures and the various strategies used as they confronted the invasion of their lands by Europeans. Archaeological, ethnohistoric, and ethnographic databases will be used by students and stereotypes of the “Indian” will be analyzed. Contemporary issues and indigenous organizing in the context of the recent pan-Indian movement will also be discussed.  
*Field trips are included.*

**ANT 321 Historic Preservation** 4 credits

*Cross-listed with Environmental Studies.*  
The significance of cultural resources (archaeological, architectural) is discussed. A survey of the development of historic preservation legislation with up-to-date case studies of the compliance process is presented. Field trips are arranged to visit local archaeological sites and historic structures. Five weekend day field trips are required.

**ANT 333 Fieldwork and Laboratory Techniques in Archaeology and Physical Anthropology** 4–6 credits

A field and laboratory class working with archaeological sites and collections in the Old and New World. The projects are interdisciplinary with participating specialists from a wide range of supporting fields. Inquiries should be made to the Anthropology Department concerning current opportunities.

**ANT 360 Fieldwork Methods** 3 credits

Qualitative methods in cultural/social fieldwork for majors in both anthropology and sociology; we pose questions and concerns about our “knowledge” of the peoples we study, about our relationships with people of “other” cultures, about our representations of them and about our responsibilities to them and they to us.

**ANT 390 Special Topics: Populations, Health, and Disease Ecology** 4 credits

*Cross-listed with Environmental Studies.*  
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. Twenty-five hours of lab/fieldwork required.

**ANT 390 Special Topics:**

**Dental Anthropology** 4 credits  
Analytical descriptions of the anatomy, development, variations, wear, and pathogenesis of dental surfaces and of the dental masticatory apparatus form the basis of this course. Human dental morphology and function are examined in the context of our evolutionary saga, and technoeconomic and sociocultural organizations. Laboratory work with archeological dental remains supplements class work. Twenty-five hours of laboratory work are required.

**ANT 390 Special Topic: Ethnohistory of 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: Paleopathology and 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: Peoples and Culture 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.

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## ART AND ART HISTORY

**ART 100 Art in New York: Museums, Culture, and History** 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.

### Studio Art Courses

**ART 101 Studio Art Fundamentals** 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 Drawing and Composition I, II** 4 credits each

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 and Anatomy** 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 Materials** 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 204 Computer-Graphic Applications** 4 credits  
*Open to graphic design majors only.*

*Prerequisite: Art Foundation.*

*Corequisites: ART 230 and 239.*

An introductory course in computer-graphic applications exploring basic features and commands, as well as step-by-step tutorials in graphic problem solving on the Macintosh computer.

**ART 209, 210 Printmaking Studio** 4 credits each

*Prerequisites: ART 101 and 105, or 106, or equivalent.*

Technical study and experience in various print media, i.e.: etching, aquatint, mezzotint, woodcut, linocut, drypoint as a fine art. Attention is paid to the use of numerous controlled effects and color.

**ART 211, 212 Sculpture Studio** 4 credits each

*Prerequisites: ART 101 and 105, or 106.*

Introduction to the formation of art in three dimensions in the media of clay, plaster, wood, stone, and other materials; fundamentals of the techniques of modeling, carving, and construction.

**ART 213, 214 Painting Studio** 4 credits each

*Prerequisites: ART 101 and 105, or 106, or permission of instructor.*

Principles of working with color, line, and the other elements of painting for artistic expression on an "easel scale." Exploration of the techniques and effects of painting media such as oil and acrylic.

**ART 223, 224 Ceramics** 4 credits each

*Prerequisite: ART 101 and 105, or 106.*

Throwing porcelain, hand building porcelain, throwing stoneware; sculptural pottery. Introduction to glazes and firing of gas kiln.

**ART 227 Primitive Ceramic Firing** 4 credits

*Open to arts majors only.*

*Prerequisite: ART 101 and 105, or 106.*

A studio course in raku and sawdust firing. Emphasis placed on the use of materials to construct simple natural forms.

**ART 230 Introduction to Graphic Design** 2 credits

*Open to graphic design majors only.*

*Prerequisites: Art Foundation.*

*Corequisites: ART 204 and 239.*

Techniques for the preparation of material for reproduction. Paste-up, cropping, reduction, type, photostats, color separation, printing methods.

**ART 233 Advertising Design I** 4 credits

*Open to graphic design majors only.*

*Prerequisites: ART 204, 230, 239, and 430.*

Conceptual principles, special problems, and techniques of design for advertising and display in newspapers, magazines, and other media. Portfolio development is stressed.

**ART 234 Advertising Design II** 4 credits

*Open to graphic design majors only.*

*Prerequisite: ART 233.*

Problem solving for the graphic designer in advertising. Portfolio development is stressed.

**ART 239 Lettering and Typography** 2 credits

*Open to graphic design majors only.*

*Prerequisite: Art Foundation.*

*Corequisites: ART 204 and 230.*

A study of the various kinds of letter forms as found in mechanical type and in hand produced lettering. Practice in designing and specifying type for advertising and publishing.

**ART 261 Photography I** 4 credits

A lecture-demonstration course in black-and-white photography designed to provide the beginning student with practical camera and darkroom experience. It is necessary that all students have access to a camera, preferably a 35 mm with variable controls.

**ART 262 Photography II** 4 credits

*Prerequisite: ART 261.*

A course geared for the student who has completed a basic course in black-and-white photography. Emphasis will be placed on the technical skills of photography as well as on the aesthetic values. Students will be guided in establishing their own personal directions.

**ART 263 Advanced Photography** 4 credits

*Prerequisite: ART 261 and 262.*

An advanced workshop in creative photography to help develop the student's awareness in exploring the many potentials of the medium. Lecture and darkroom demonstrations will place emphasis on the fine print and the techniques of kodalith diao, solarization, multiple printing.

**ART 306 Advanced Drawing** 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 Calligraphy** 3 credits

This course will introduce you to the wonders of the broad-edge pen. The first week, you will study, in depth, the elegant style of writing known as "chancery cursive," commonly called "italic." You will engage in lots of "hands on" practice and receive many exemplars along with daily personal attention from the instructor. The second week, you will put your skills to work developing projects for the words that speak to your heart; e.g., a personal greeting card, a simple manuscript book, a broadside. The study of calligraphy will open your eyes and teach you how to see.

**ART 394 Special Topics in Studio Art** 4 credits

*Open to arts majors only.*

Investigation of subjects of special or topical interest in studio art.

**ART 409, 410 Printmaking Studio** 4 credits each

*Prerequisite: ART 209 or 210.*

Further exploration of woodcut and etching techniques. Studio work, lecture, and discussion.

**ART 411, 412 Sculpture Studio** 4 credits each*Prerequisite: ART 211 or 212.*

Continued opportunity for intensive work in selected techniques and processes in sculpture and bronze casting.

**ART 413, 414 Painting Studio** 4 credits each*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 Ceramics** 4 credits

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 Advanced Graphic Design** 2 credits*Open to graphic design majors only.**Prerequisites: ART 204, 230, and 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 Advertising Design** 2 credits each**Advanced Projects***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 Independent Study** 2 or 3 credits*Open to arts majors only.**Subject to conference and agreement with the instructor and department Chair.***ART 492 Internship** 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.

**Art History Courses****ART 196 Art and the World I** 3 credits

This course provides a global view of major epochs of human experience and major events of historical and cultural significance from the Stone Age through Ancient Near East Classical Antiquity, Africa, Asia, and other cultural areas, to the Renaissance period in Europe. 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, and have defined meaning and value in existence. Links will be made between the events and character of the periods discussed and our time, establishing a historical foundation for understanding the rise of modernism and the modern world.

**ART 197 Art and the World II** 3 credits

This course provides a global view of major epochs of human experience and major events of historical and cultural significance from the European Renaissance through the Baroque, Neo-Classical, and Romantic periods; 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, and have defined meaning and value in existence.

**ART 243 Art of Africa and Oceania** 3 credits*Open to all students.*

The art of tribal cultures of Africa and Pacific Oceania. Analysis of the function of art in society: its meaning, expressive power, and the historical relationships of the works of art studied.

**ART 245 Art of Asia** 3 credits*Open to all students.*

Introduction to the art of China, India, and Japan with study of the interrelationships between historical change, religion, and art in these cultures.

**ART 247 Art of Classical Antiquity** 3 credits*Open to all students.*

Art and archaeology of ancient Greece, with emphasis on the achievements in sculpture and architecture of the High Classical period. Relationships among mythology, history, and art in antiquity.

**ART 248 Medieval Art** 3 credits*Open to all students.*

Art and architecture of western Europe in "the age of faith," from the illuminated manuscripts of the Early Middle Ages to the high achievements of sculpture and architecture in the Romanesque and Gothic periods.

**ART 249 Art of the Italian Renaissance** 3 credits*Open to all students.*

The scientific spirit, love of beauty, naturalism, and individualism of the Renaissance expressed through the art of the great masters from Masaccio and Donatello to Leonardo da Vinci and Michelangelo.

**ART 250 Northern European Art** 3 credits*Open to all students.*

From Van Eyck through Dürer and Bruegel, the art of northern Europe in the Renaissance period; the particularly northern contribution to the European tradition in naturalism, depiction of light, intensity of expression.

**ART 251 19th-Century Art** 3 credits*Open to all students.*

The emergence of modernism examined through the major movements and artists of the 19th century. Paintings and sculptures interpreted in terms of their meanings and within the context of political and cultural changes of the period.

**ART 253 Contemporary Art** 3 credits  
*Open to all students.*

Consideration of Pop, Op, Minimalism, Maximalism, Conceptual Art, Expressionism, Performance Art, examined in relation to current cultural trends and events.

**ART 266 History of Photography** 3 credits  
*Open to all students.*

Origins and development of photography since its inception in 1839. Photographs considered in terms of their historical connections, including relationships with painting, their expressiveness and meaning. Close study of the work of twentieth-century photographers.

**ART 270 Hate and Conflict: The Artist, the Dancer and the Political Scientist** 3 credits  
*Permission of instructor is required.*

This is an interdisciplinary course for art, dance, and political science majors in an interactive setting. It explores the origins, manifestations of conflict as well as possibilities for resolution. The focus is on conflict among groups on ethnicity, religion, class, education, nationalism, etc. There will be both written and creative projects.

**ART 290 The Arts and the Creative process** 3 credits  
*Open to all students.*

This course about art and the human imagination will explore philosophical, historical, and practical issues pertinent to the creative arts. By examining the nature of art, what compels the artist to create, the distinctions and connections among art forms, and the vital relationship between 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 Art and Art History, Communications, Music, and Performing Arts Departments.

**ART 360 Seminar: Art History Topics** 3 credits  
*Open to all students.*

*Permission of instructor required.*

Important issues and problems in the history of art studied in-depth through discussion and reading. A new theme is chosen for investigation each time the seminar is offered.

**ART 392 Special Topics in Art History** 3 credits  
Investigation of subjects of special interest in art history.

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**BIOLOGY****BIO 103 The Living World** 4 credits

This course does not count toward the major in biology. A laboratory based inquiry into the living world with particular emphasis on the human being. Topics for discussion include microbiology and human disease, the relation of psychology and human disease, the relation of psychology to biology and human disease, animal behavior, and selected topics in human physiology. Laboratory study includes a variety of hands-on experiences designed to introduce the student to the nature of biological study.

**BIO 104 Darwin to DNA** 4 credits

This course does not count toward the major in biology.

A laboratory based inquiry into the living world with particular emphasis on genetics and reproductive processes, evolutionary biology, and selected topics in ecology. Ethical dimensions of our relations to the earth will be discussed and evaluated. Laboratory study includes a variety of hands-on experiences designed to introduce the student to the nature of biological study.

**BIO 111, 112 Biological Concepts and Methods** 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 are used to illustrate the processes of science such as experimental design, testing of hypotheses, and theory formation. Three lectures and one laboratory/recitation period a week.

**BIO 203, 204 The Human Body: Scientific Perspectives on Structure and Function I, II** 4 credits each

*(A total of 4 credits may be applied toward the biology major, but only if both BIO 203 and 204 are completed successfully.)*

Integrates basic scientific principles in the context of understanding the anatomy and physiology of the human body. Three lectures and one laboratory period a week.

**BIO 208 Microbiology** 4 credits

*Not open to biology majors.*

*Prerequisite: BIO 203 or 204, or permission of instructor.*

This course is designed to provide the nursing student with insight into the nature of bacterial infections and the diseases they cause. Students will be introduced to cell regulation and the chemistry of metabolic processes in bacteria. The mechanisms of antimicrobial drugs will also be studied.

**BIO 220 Organic Evolution** 3 credits

*Prerequisites: BIO 111 and 112 or equivalent.*

An investigation of the history, theory, and process of the evolution of life. Designed for biology majors, but may be taken by non-majors.

**BIO 222 Genetics** 4 credits

*Prerequisites: BIO 111 and 112 or equivalent.*

The fundamental principles of heredity in plants, animals, and microorganisms, and the application of these principles to human inheritance. Recent advances in biochemical genetics, gene structure, and the physiological action of genes are emphasized. Designed for biology majors, but also open to non-majors. Three lectures and one laboratory period a week.

**BIO 234 Principles of Ecology** 4 credits

*Prerequisites: BIO 111 and 112 or equivalent.*

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. Two lectures and two laboratory periods a week.

**BIO 238 Fundamentals of Microbiology** 4 credits

*Prerequisites: BIO 111 and 112, CHE 111 and 112, or equivalent.*

The isolation and culture of representative heterotrophic and autotrophic microorganisms; their morphology, physiology, taxonomy, and genetics. Two lectures and two laboratory periods a week.

**BIO 238 Honors Colloquium** 2 credits

*Permission of the Committee on Honors and Undergraduate Research required.*

**BIO 294 Comparative Vertebrate Anatomy** 4 credits

*Prerequisites: BIO 111 and 112 or equivalent.*

A comparative study of the chordates, with emphasis on the morphology and evolution of various systems from fishes through mammals.

**BIO 340 Nature of Viruses** 3 credits

*Prerequisites: BIO 222; permission of instructor.*

Students will learn the basic taxonomy and structures of viruses. Students will be introduced to viral structure, mechanisms of viral replication, and viral genetics. The pathogenesis of several viral infections will also be studied and will include the Human Immunodeficiency Virus, the Human Papilloma Virus, and the Herpes Simplex Viruses.

**BIO 360 Principles of Regulatory Physiology** 4 credits

*Prerequisite: Organic Chemistry or permission of instructor.*

Functional analysis of the roles various organs and tissues play that allow vertebrates to exist in diverse environments, with emphasis on the integration and interaction of organs and organ systems. Three lectures and one laboratory period a week.

**BIO 365 Molecular Cell Biology I** 4 credits

*Prerequisites: BIO 111 and 112.*

An overview of eukaryotic cell biology. Emphasis is on understanding the molecular basis of cell function and structure; the experimental bases of our knowledge; and connections between cell biology and organismal physiology (including causes of human genetic diseases). Labs focus on analytical methods used in cell biological research.

**BIO 425 Jaws and Teeth** 3 credits

*Prerequisite: BIO 294 or 356, or permission of instructor.*

Developmental and functional anatomy of the vertebrate neck, head, jaws, and teeth. Evolution and microanatomy of tooth tissue and consideration of current problems in dental research.

**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 Research** 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. Three lectures and one laboratory period a week.

**BIO 506 Introduction to 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 512 Biogeography** 3 credits

*Prerequisites: BIO 220 or 234, EAS 101, or permission of instructor.*

Consideration of present and past distributional patterns of marine and terrestrial biota, their evolutionary centers, and geographic and environmental barriers.

**BIO 528 Immunology** 3 credits

*Prerequisites:* BIO 111 and 112, CHE 111 and 112, or equivalent.

Topics presented in this course include immunology, the humoral and cellular basis of immunity, the technical applications of the immunobiology and the immunogenetics of antibody diversity. The role of major histocompatibility molecules in tissue graft rejection will be covered in depth.

**BIO 567 Environmental Pollutants and Disease** 3 credits

*Prerequisite:* permission of instructor.

This course will focus on the pathogenic mechanisms of the pollution-associated diseases in humans. Topics will include the effects of pollutants on the immune system, the central and peripheral nervous systems, and the reproductive system. Abnormal embryonic development and cancer will be studied in relation to the exposure to pollutants.

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**CHEMISTRY****CHE 100 Chemistry in Modern Society** 3 credits

Examines, from a chemistry perspective, contemporary understanding of some major modern environmental and social issues including energy usage and supplies, global warming, nutrition and health, and genetic engineering. No laboratory. This course cannot be used to satisfy chemistry requirements for science majors.

**CHE 107, 108 Essentials of Chemistry** 4 credits each

A one-year course on the basic principles of general and organic chemistry including atomic structure, equilibrium, and the nomenclature and properties of organic compounds, and the application of these principles to biochemistry. Three class periods and one laboratory period a week. A recitation meeting one hour per week is required in CHE 107.

**CHE 111, 112 General Chemistry** 4 credits each

*Prerequisite:* Two and one-half years of high school mathematics or one term of college mathematics.

Emphasizes the fundamental principles and laws of chemistry. Chemical properties are studied in relation to both atomic structure and chemical equilibrium. The laboratory work provides experience in the observations of fundamental laws. Three class periods and one laboratory period a week. A recitation meeting one hour per week is required in CHE 111.

**CHE 251, 252 Organic Chemistry** 3 credits each

*Prerequisites:* CHE 111 and 112.

*Corequisites:* CHE 253 and 254.

A comprehensive introduction to the chemistry of carbon compounds. Class periods include the discussion of nomenclature, methods of preparation, and properties of the principal groups of compounds, as well as the mechanisms of organic reactions. The laboratory work in organic chemistry is given in CHE 253, 254, which must be taken simultaneously with CHE 251, 252. Three class periods a week.

**CHE 253, 254 Organic Chemistry Laboratory** 2 credits each

*Prerequisites:* CHE 111 and 112.

*Corequisites:* CHE 251 and 252.

Synthesis and the study of some of the more important reactions of the principal groups. Some qualitative organic analysis. CHE 251, 252 must be taken simultaneously. Two laboratory periods a week.

**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 two laboratory periods a week.

**CHE 321, 322 Physical Chemistry** 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 Chemistry Laboratory** 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 Chemistry** 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 Chemistry Laboratory** 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 Chemistry** 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 Chemistry** 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 organic compounds and the elucidation of the structure of unknown organic compounds. Laboratory experiments are concerned with identification of organic substances and mixtures. One class period and two laboratory periods a week.

**CHE 465 Advanced Quantitative Analysis** 4 credits*Prerequisites: CHE 265 and 321.**Corequisite: CHE 322.*

Continuation of CHE 265. Advanced material is studied in lecture and laboratory, including modern physical methods of analysis. Two class periods and two laboratory periods a week.

**CHE 470 Principles of Toxicology** 3 credits

The biochemistry of interactions between living systems and acute toxins is explored as are aspects of normal metabolism and the effects of endogenous and foreign chemical and physical agents on metabolic processes. Emphasis will be on developing a comprehension of the metabolic basis of toxic interactions. Toxicity test methods, including options in biological targets, exposure routes and durations, and toxic endpoints, are covered. The problems of extrapolation of test data to human risk assessment are discussed, with examples drawn from recent controversial decisions. The movement towards non-animal toxicity testing is examined, with reference to biochemical analysis, cultured cell procedures, and computer-based analyses.

**CHE 471 Biochemistry I** 4 credits*Prerequisites: CHE 251 and 252; CHE 265 recommended.*

Chemistry of amino acids, lipids, and carbohydrates. The structure and functions of biomacromolecules: proteins, nucleic acids, and polysaccharides; enzyme kinetics and bioenergetics. Laboratory includes the analytical techniques of biochemistry: spectrophotometry, chromatography, and electrophoresis. Three class periods and one laboratory period a week.

**CHE 472, 572 Biochemistry II** 4 credits*Prerequisites: CHE 251 and 252; CHE 265 recommended. (CHE 471 is not a prerequisite.)*

Cell metabolism: degradative and biosynthetic pathways of carbohydrates, lipids, and amino acids. Energy metabolism: production and utilization of high energy phosphates. Nucleic acid and protein biosynthesis. Regulation and control of metabolism. Laboratory includes isolation and characterization of proteins and nucleic acids. Enzyme kinetics. Three class periods and one laboratory period a week.

**CHE 475 Biochemistry of Proteins and Nucleic Acids** 3 credits*Prerequisite: CHE 471 and 472, or permission of instructor.*

The course deals with the structure and function of proteins, post-translational modifications, self-assembly, and other interactions. It also studies the spatial configuration of nucleic acids, their interactions with drugs, and regulating and structural proteins. Two lecture periods a week.

**CHE 476 Biochemistry of Complex Carbohydrates** 3 credits*Prerequisites: CHE 471 and 472, or permission of instructor.*

Deals with the structure, function and metabolism of glycoproteins, proteoglycans, and lipopolysaccharides. Applications of these compounds extend to immunochemistry, genetic diseases, surface specificity of cells, cancer research, connective tissues and their diseases, and mucous secretions. Two lecture periods a week.

**CHE 477 Biochemistry of Membranes and Lipids** 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 Bioinorganic Chemistry** 3 credits*Prerequisite: CHE 471 and 472, or permission of instructor.*

The role of inorganic compounds in biochemical processes will be discussed. The coordination chemistry of metallic ions will be dealt with as exemplified by the numerous cofactors in enzyme reactions. The active transport of cations and anions across membranes, toxicity, and body defenses against toxicity will be presented. Two lecture periods a week.

**CHE 481 Computers and Chemistry** 3 credits*Prerequisite: MTH 602 or equivalent.*

A course in advanced methods of FORTRAN programming, focusing on chemically related problems. Lectures and programs will cover selected subjects from topics such as gas laws, solutions, equilibria, thermodynamics, kinetics, spectroscopy, theoretical chemistry, organic chemistry, and curve fitting. Two lecture periods a week.

**CHE 490 Independent Study** 2-4 credits**CHE 493 Research Seminar in Chemistry** 2 credits each*Open to senior students majoring in chemistry.*

A course allowing individual investigation in some field of chemistry. Laboratory and library research constitutes the basis for the comprehensive written and oral reports that are requisite.

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**COMMUNICATIONS****COM 090 Communications Internship***Open to majors only.*

1 credit

The internship provides learning through work that complements the curriculum and other communications activities. The objectives are two-fold: first to provide an orientation to the responsibilities of running the communications facility, and second to develop skills by regular use of technology, systems, and resources of the University.

**COM 201 Mass Media in a Changing World** 3 credits

An introduction to major theories and perspectives concerning communication as the fundamental matrix in which social and cultural life are enacted. Topics studied include the essential role of communication in the creation and understanding of the self, in the creation and interpretation of social life, and in the construction, expression, and transmission of cultural understandings.

**COM 206 History of Media and Communication** 3 credits

This course traces the development of communication media through the ages, from prehistoric cave paintings to the latest information technologies, focusing on the conditions under which these media came into being, their uses, and the social, political, economic, and cultural consequences of these uses.

**COM 207 Introduction to Journalism** 3 credits

This course will give students an understanding of the foundations of American journalism, exploring important journalistic concepts such as freedom of speech, the relationship between the press and government, and the press as an agent of social reform. The course will also familiarize students with the characteristic features of print and broadcast news, how the two differ, and how to detect bias in each.

**COM 213 Art of Film/Video** 3 credits

Explores the major impact of twentieth-century art movements in opening up the range of creative possibilities and perspectives in the making of film and video. Aims to encourage familiarity with, sensitivity to, and understanding of innovative uses of form, content, techniques, and ideas since the beginnings of cinema.

**COM 215 Film Then and Now: Genres, Styles, Movements** 3 credits

A multidimensional study of narrative genres and stylistic movements that have shaped the cinema as we know it. Examines popular American forms like film noir, the western, science fiction, and international movements such as French New Wave, Italian Neo-Realism, and New Asian cinema. Considers the interplay between society and film culture.

**COM 225 Elementary Film and Videomaking** 3 credits

*Prerequisite or corequisite: COM 213 or 215.*

Introduction to shooting and editing film and video. 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 and one video. Equipment provided, as are most of the film and video tape needed.

**COM 290 The Arts and the Creative Process** 3 credits

This course about art and the human imagination will explore philosophical, historical, and practical issues pertinent to the creative arts. By examining the nature of art, what compels the artist to create, the distinctions and connections among art forms, and the vital relationship between 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 Communications, Art and Art History, Music and Performing Arts Departments.

**COM 300 Television and the American Experience** 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 309 Writing for 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 Communication and Behavior** 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 Intermediate Filmmaking** 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 Special Topics: Contemporary Journalism** 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 329 Special Topics: The Delphian** 2 credits  
Permission of instructor required. Course repeatable once. Supervised writing for the Adelphi University student newspaper, The Delphian.

**COM 330 Intermediate Videomaking** 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 Major Directors** 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 Women and 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 345 Animation** 3 credits  
The abstract, non-verbal, and non-photographable world is fertile ground for the animator to create visual concepts. The course will discuss the principles, procedures, techniques and application of animation. Emphasis will be placed on the study of the animation stand and its capabilities. Students will complete various animation exercises during the semester. Additional field work will be required.

**COM 369 Special Topic in Media Studies: Children and 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 New Communications Technologies and Social Change** 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 super-highway,” virtual reality, artificial intelligence, karaoke, cellular phones, and fax machines.

**COM 411 Issues and Conflicts in Media and Society** 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 Issues in Film Theory and Criticism** 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 Advanced Filmmaking** 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 Advanced Videomaking** 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 Electronic Journalism** 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 Independent Study** 1-3 credits  
*Requires departmental approval.*

**COM 493 Professional Internship** 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 communications industry: cable television, radio stations, film archives, public relations, television networks, industrial communication. Students interested in applying for internship must consult an advisor during preregistration.

**COM 590 Ethics and Technology** 3 credits

Bringing new technology into schools does not only raise questions about machinery, budgets, scheduling and technical training; it presents a range of ethical dilemmas with which educators must struggle. However, the push to aggressively implement technology plans tends to deprive educators of the time to consider those ethical issues thoughtfully. This course provides the opportunity for students to become acquainted with the ethical and legal issues they will face if they use new technology as educators and to begin to develop the habit of reflecting on those issues as part of their professional practice.

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**ENGLISH**
**ENG 107 The Art and Craft of Writing** 3 credits

*Required of all students.*

**ENG 108 Writing about Literature** 3 credits

A basic writing course with readings in poetry, drama, and fiction. The writing will consist of reactions to, analyses of, and topics related to the reading.

**ENG 110 Writing about Society** 3 credits

A basic writing course with readings in literature that reflect current social issues and contemporary responses to man's existence as a social creature.

**ENG 113 European Greats** 3 credits

A study of selected major texts of European literature from the Middle Ages to the present.

**ENG 114 American Greats** 3 credits

A study of selected major texts of American literature from the 17th century to the present.

**ENG 160 Fiction** 3 credits

A study of style, plot, and characterization to develop theme. Some attention to differences between fiction and other narrative genres (drama, non-fiction, and film), to the history of fiction, and to sub-genres (short story, novella, novel).

**ENG 181 Myth in Western Literature** 3 credits

A study of influential classical, Teutonic, and Celtic myths, and attention to their reappearance in later literature. Open to all students, especially recommended for students of any major interested in understanding the nature of myth and developing a background in mythology.

**ENG 208 Writing for Newspapers I** 3 credits

Study and practice of gathering and writing news for the various media, with emphasis on newspapers.

**ENG 209 Writing for Newspapers II** 3 credits

A continuation of ENG 208, with special attention paid to working within the framework of journalism.

**ENG 210 Copy 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 for Magazines** 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  
Readings in the histories, romantic comedies, and early tragedies through *Hamlet*. Consideration of the life and theater of the Elizabethan period.
- ENG 242 Shakespeare II** 3 credits  
Readings in the major tragedies, problem plays, and romances. Consideration of the life and theater of the Jacobean period.
- ENG 243 Milton** 3 credits  
Study of the major poems, early and late, and Milton's development as a poet, with special emphasis on *Paradise Lost*. Selections from the prose as time allows.
- ENG 260 Women and Literature** 3 credits  
Varying approaches to the role of women in literature and literary history. Sample topics: the depiction of women's experience; sexual attitudes in the analysis and appreciation of literature; women writers.
- ENG 264 The Tragic Vision** 3 credits  
Advanced study of the tragic vision in drama and fiction. Sophocles, Shakespeare, Dostoyevsky, Melville, and/or others.
- ENG 265 The Comic Vision** 3 credits  
Advanced study of the comic vision in drama and fiction. Chaucer, Rabelais, Moliere, Austen, Byron, Shaw, Nabokov, Barth, and/or others.
- ENG 282 A Survey of Drama and Theatre I** 3 credits  
A study of dramatic literature and stagecraft from earliest times to the sixteenth century. Plays are read in English from the classics of Greece, Rome, and Medieval and Renaissance Europe.
- ENG 301 Masters of Modern Drama** 3 credits  
Studies in Ibsen, Strindberg, Chekhov, Shaw, and O'Neill, with some consideration of other major playwrights up to 1950.
- ENG 302 Contemporary Drama** 3 credits  
Trends exhibited by playwrights such as Beckett, Pinter, Ionesco, and Albee since 1950. Plays recently and currently on and off Broadway will be studied.
- ENG 303 Masters of the Modern Novel** 3 credits  
Studies of such writers as Joyce, Lawrence, Faulkner, Fitzgerald, and Hemingway with some consideration of major continental novelists who have had world-wide impact until 1950.
- ENG 304 Contemporary Novel** 3 credits  
Trends in the novel exhibited by such novelists as Bellow, Mailer, Roth, Lessing, Vonnegut, and Murdoch, with some consideration of influential novelists since 1950. Recent and current novels will be considered.
- ENG 305 Masters of Modern Poetry** 3 credits  
Studies of writers such as Yeats, Eliot, Frost, Stevens, Auden, and Thomas, with some consideration of influential continental poets of the period until 1950.
- ENG 306 Contemporary Poetry** 3 credits  
Trends in poetry since 1950, exhibited by writers such as Lowell, Roethke, Ginsberg, Plath, Kinnell, with some attention to continental and/or South American poets who have had world-wide impact.
- ENG 310 Feature Writing** 3 credits  
*Prerequisite: Permission of instructor.*  
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 in the 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 Romantics** 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 Victorians** 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 in 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 Author or 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 Author or 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 Changing Forms** 3 credits

Advanced study of one or more topics such as the Gothic Novel, Drama of the Absurd, The Epic, The Romance, Free Verse, or Detective Fiction.

**ENG 455 Special Topics in World Literature** 3 credits

Studies in national writing such as Chinese literature, Japanese literature, Scandinavian literature, and contemporary Hebrew literature.

**ENG 490 Independent Study** 3 credits**ENG 491 Directed Reading** 3 credits**ENG 492 Internship** 3 credits

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**ENVIRONMENTAL STUDIES**
**ANT 229 Humankind, Culture, and the Environment** 4 credits

This course examines influences that varying environments have on human and biocultural adaptations. Concentration will be given to settlement patterns and population size of ancient and modern man, and the effect migration has on ancient and modern populations.

**ANT 321 Historic Preservation** 4 credits

The significance of cultural resources (archeological, architectural) is discussed. A survey of the development of historic preservation legislation with up-to-date case studies of the compliance processes is presented. Field activities include visits to historic sites in the Long Island area.

**ANT 390 Special Topics: Populations, Health, and Disease Ecology\*** 4 credits**BIO 103 The Living World\*** 4 credits**BIO 104 Darwin to 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 field studies of natural history, life cycles, and adaptations of common species.

**CHE 107, 108 Essentials of Chemistry\*** 4 credits each**CHE 470 Principles of Toxicology\*** 3 credits**ECA 111 The Price System\*** 3 credits**ENV 101 Social Sciences and Environmental Problems** 3 credits

Current and emerging environmental issues are presented in the contexts of economic, social, and political influences upon the decision-making processes. Additional contributions are offered by guest commentators about the nature of environmental problems, potentially available technological solutions, and the limitations of current conceptual and analytical knowledge.

\* See course descriptions under departmental listings.

**ENV 102 Natural Sciences and Environmental Problems***3 credits*

This course presents the scientific concepts and methods available for the evaluation of the nature of environmental problems, the physical aspects of these problems, the available potential technological solutions, and the limitations of current conceptual and analytical knowledge. Additional contributions are offered by guest commentators about economic, social, and political influences upon decision-making processes.

**ENV 104 Environmental Geology***3 credits*

The influence of topography, bedrock, and climate on man. Introduction to basic geologic and oceanographic concepts. Soil conservation, water pollution, and land use that can disrupt the planetary ecological balance are considered within a geologic context.

**ENV 156 Weather and Climate***3 credits*

A survey of the world's weather and climatological patterns in relation to the Earth's continents, oceans, soils, vegetation, and human culture and health. Topics include modern climatological classification systems, prehistoric climatic regimes, and statistical analyses of the nature and causes of climatic change.

**ENV 260 Environmental Geography***3 credits*

Topics include the survey of natural resources, both renewable and non-renewable, and an evaluation of their use, management, and conservation. Analyses are provided of the mode, occurrence, and classification of the economically important resources. Present and future consumption is considered with respect to known reserves.

**ENV 280 Urban Environments***3 credits*

Investigations into unique aspects and problems of the geologic, meteorologic, and aquatic environments of metropolitan regions. Topics include field relationships, projects, and problems related to pollution, land use, and utilization of resources. The reciprocal effects of the metropolis on the environment will also be examined.

**ENV 310 Water Resources and Hydrology***3 credits*

The distribution of surface and subsurface water supplies, the development of aquifers and drainage basins, and the quality of water supplies are discussed in relation to effects of urbanization.

**ENV 323 Marine Resources***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 410 Senior Seminar in Environmental Studies***3 credits*

These seminars, to consolidate knowledge and unite the experiences of all students, are conducted by faculty and appropriate guest speakers. Topics address timely issues of environmental concern.

**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***3 credits*

The environmental program will offer seminars on selected topics of current concern, as appropriate.

**ENV 490 Independent Study***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 Engineering****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 Environment and Politics***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 Policymaking***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.

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## HISTORY

### **HIS 101 Origins of 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 “heros” and crises in Western culture from the Greeks to Galileo will be studied.

### **HIS 102 Origins of 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 “heros” and crises in Western culture from Galileo to Gorbachev will be studied.

### **HIS 103 American Civilization to 1865** 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 Civilizations 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 Civilizations II** 3 credits

This course will survey world history from approximately 1500 to the present. An examination of traditional societies and their interrelation in the post-Columbian period. Starting with Iberian, Ottoman, 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 Sophomore Seminar in 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 Modern England Since 1714** 3 credits

Topics include the development of parliamentary democracy, the rise and fall of the British Empire, the American Revolution, the development of industrial society and the welfare state, the Churchill and Thatcher eras.

### **HIS 218 Renaissance and Reformation** 3 credits

In this course we will examine the Renaissance, Reformation, and Catholic Counter-Reformation, with emphasis on the expansion of Europe and the rise to the national state.

### **HIS 221 Latin America I** 3 credits

This course will deal with the major indigenous civilizations (Incas, 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 227 19th Century Europe, 1815–1918** 3 credits

Various aspects of European history from the Congress of Vienna to the end of World War I, including selected political, diplomatic, social, economic, intellectual, and scientific topics.

### **HIS 233 Colonial America** 3 credits

English and Continental backgrounds; social and economic history through the American Revolution.

### **HIS 238 Europe 1918–1945** 3 credits

An examination of the era of Mussolini, Lenin, Stalin, Hitler, Churchill, and the Second World War. We will emphasize the social and political consequences of the Russian, German, and Nazi Revolutions, the experience of total war, and the origins of the Holocaust.

### **HIS 275 History and the Arts: Documents of the Past** 3 credits

This course explores the interrelationships between history and the arts. Topics include the artist as social critic, art and revolution, photography as history, the poster, the political cartoon, and film.

**HIS 290 Special Topics:****Geography in History** 3 credits

This course combines a traditional regional approach to geography with selected examples of the influence of geography upon history by examining questions such as strategy in the U.S. Civil War, the Mediterranean in the 16th century, and modern European wars.

**HIS 290 Special Topics:****History of Modern Italy** 3 credits

This course will survey the political, social, and cultural development of Italy from the time of the "Risorgimento" (c. 1860) until the present. By studying the unification movement, the phenomenon of fascism, and developments since World War II, students will gain an understanding of the complex heritage of modern Italy.

**HIS 290 Special Topics: History of Film** 3 credits

This course explores the relationship between historical events and how they are represented in the cinema. Many believe that movies reflect a sense of authenticity of the past but, as this course demonstrates, films reflect the concerns of the present as much, if not more, than historical reality. By viewing films and comparing them with historians' and novelists' accounts of the past, this course will touch on the links between history and myth.

**HIS 301 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 304 History of Afro-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 Afro-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 Topics:****Cultural History of India** 3 credits

This course will explore the history of the cultures of the Indian sub-continent from the time of the ancient Harappan civilization to the present, placing special emphasis on the development of philosophical and religious thought, art, and science in Indian history.

**HIS 390 Special Topics: Visions 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 Senior Seminar: U.S. History** 3 credits

*Prerequisite: HIS 301 or 302.*

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

**HIS 443 Senior Seminar: European History** 3 credits

*Prerequisite: Consult with department chair for prerequisites.*

Students will do original research and write a scholarly paper on selected topics in Tudor-Stuart England.

**HIS 524 Special Studies in European History II**

3 credits

Students will examine key issues in Western Civilization from the Enlightenment (c. 1700) to the present by reading sources and various scholarly interpretations of those events in an attempt to reach some sort of consensus.

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**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.

**INS 201 Interdisciplinary Mid-Level Research Seminar**

3 credits

*Prerequisites: INS 101 and 102.*

*9 credits in Business or Political Science and 6 credits in Languages beyond Level IV.*

The course will allow students, through discussion, analysis and research, to formulate research problems from an interdisciplinary perspective. Then, by using the relevant methodologies and sources, students will be able to restructure knowledge in ways meaningful to their interests.

**INS 492 Internship in International Studies** 3-6 credits

*Prerequisite: Permission of major advisors in each of the two study areas (Languages and Business or Political Science).*

In consultation with their major advisors, students will choose an internship which will integrate their language study with their area study. An analytical paper based on the work experience as well as a journal kept in the language studied are required. Please consult the director of the Program of Languages and International Studies for details.

**INS 498 Guided Research** 3 credits  
*Prerequisite: Open to seniors. Permission of the major advisors in each of the two study areas (Languages and Business or Political Science).*

Intended for students who are interested in exploring in depth a subject dealing with their field of concentration. Supervised readings and frequent consultations with the chosen faculty mentor. A substantial written project embodying the work of the semester as well as a 10–15 page summary of this project written in the language studied are required.

### **English as a Second Language**

**ENG 111 English Language I** 3 credits

This course is intended for students who need a systematic introduction to English grammar and writing conventions. By the end of the course, students will be expected to have learned to recognize and write a coherent paragraph and a short essay. Admission to this course will be based on placement/diagnostic test scores.

**ENG 112 English Language II** 3 credits

This course is open to those who have satisfactorily completed English Language I or those who are placed in this level based on their placement/diagnostic test scores. Speaking and listening skills will be developed through directed class discussions and academic listening/note taking exercises. Reading skills will be developed. Writing assignments will focus on paragraph to essay development.

### **French**

**FRE 111, 112 Level I French, Level II French** 3 credits each

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

*Prerequisite for FRE 112: FRE 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.

**FRE 121 Level III French** 3 credits

*Prerequisite: FRE 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.

**FRE 122 Level IV French** 3 credits

*Prerequisite: FRE 121 or equivalent.*

Further development of the four language proficiencies with emphasis on reading of cultural and literary selections. Work in the language laboratory is required.

**FRE 231 French Cross-Cultural Concepts** 3 credits

*Prerequisite: FRE 122 or equivalent.*

A study of the way of life of a people so as to understand their value systems as well as to achieve cross-cultural communication and understanding. A variety of sources will be used in order to help students identify those cultural patterns intrinsic to a society. Work in the language laboratory is required.

**FRE 246 France Today** 3 credits

*Prerequisite: FRE 231 or equivalent, or permission of instructor.*

Designed for students who wish to familiarize themselves with political and social structures as well as cultural attitudes in contemporary French society. Materials for study will include a variety of authentic documents.

**FRE 263, 264 Introduction to International Business French I, II** 3 credits each

*Prerequisite for FRE 263: FRE 122 or equivalent.*

*Prerequisite for FRE 264: FRE 263 or equivalent.*

Courses will focus on the study of the French language in a business context and on the aspects of French culture that affect business directly. Emphasis is placed on the acquisition of basic business vocabulary, oral composition, the comprehension of authentic business documents, and the writing of basic business documents.

**FRE 292 The French Speaking World** 3 credits

*Prerequisite: FRE 122 or equivalent, or permission of instructor.*

A study of the new trends in French speaking countries other than France: Africa, the Caribbean, Quebec, and their ties to France today.

**FRE 302, 303 Emergence of Modern France I, II** 3 credits

*Prerequisite: FRE 231 or equivalent, or permission of instructor.*

First semester: from the Revolution to the end of the 19th century.

Second semester: from the end of the 19th century to 1970. Traces intellectual, artistic, political, and social history of France; emphasis is put on aspects of her past which have contributed to the formation of a modern France.

**FRE 310 Strategies in French Oral Communication** 3 credits

*Prerequisite: At least 12 credits in French required for the major.*

This course will develop competence in the spoken French language at a functional level above the daily, practical one. Newspapers, periodicals, videos, and audiotapes 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.

**FRE 344 French Translation Techniques** 3 credits

*Prerequisite:* At least 12 credits in French required for the major.

Study of the techniques of translation from French into English and English into French. Development of linguistic skills. Practice in translation of journalistic, technical, and commercial texts.

**FRE 491 Directed Readings** 3 credits

*Prerequisite:* Permission of Chair.

An opportunity to explore a selected literary topic relevant to advanced students.

**German****GER 111, 112 Level I German, Level II German** 3 credits each

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

*Prerequisite for GER 112:* GER 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.

**GER 121 Level III German** 3 credits

*Prerequisite:* GER 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.

**GER 122 Level IV German** 3 credits

*Prerequisite:* GER 121 or equivalent.

Further development of the four language proficiencies with emphasis on reading of cultural and literary selections. Work in the language laboratory is required.

**GER 231 German Cross-Cultural Concepts** 3 credits

*Prerequisite:* GER 122 or equivalent.

A study of the way of life of a people so as to understand their value systems as well as to achieve cross-cultural communication and understanding. A variety of sources will be used in order to help students identify those cultural patterns intrinsic to a society. Work in the language laboratory is required.

**GER 246 Germany Today** 3 credits

*Prerequisite:* GER 231 or equivalent, or permission of instructor.

The course focuses on the reunited Federal Republic of Germany since 1989. It deals with political, economic, and social structures, as well as cultural attitudes in contemporary Germany. Materials for study will include a variety of authentic documents.

**GER 263, 264 Introduction to International Business German I, II** 3 credits

*Prerequisite:* GER 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 German culture that affect business directly. Emphasis is based on the functional use of the language.

**GER 302, 303 Emergence of Modern Germany I, II** 3 credits

*Prerequisite:* GER 231 or equivalent, or permission of instructor.

Cultural heritage of modern Germany. The socio-political changes throughout the ages up to 1989. Customs, folklore, legends, and festivals of the German people. Stress on idiomatic usage of the German language by means of readings and discussions.

**GER 310 Strategies in German Oral Communication** 3 credits

*Prerequisite:* At least 12 credits in German required for the major.

This course will develop competence in the German 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.

**GER 344 German Translation Techniques** 3 credits

*Prerequisite:* At least 12 credits in German required for the major.

Study of the techniques of translation from German into English and English into German. Development of linguistic skills. Practice in translation of journalistic, technical, and commercial texts.

**GER 490 Independent Study** 3 credits

*Prerequisite:* Permission of Director.

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

**Italian****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.*

Further development of the four language proficiencies with emphasis on reading of cultural and literary selections. Work in the language laboratory is required.

**Japanese****JAP 111, 112 Level I Japanese, Level II Japanese** 3 credits*Prerequisite for JAP 111: None (not open to students with previous knowledge of the language except with permission of Director).**Prerequisite for JAP 112: JAP 111 or equivalent.*

A study of the basic elements of the language (listening, speaking, reading, writing) and culture. Work in the language lab is required.

**JAP 490 Independent Study** 1-5 credits

Permission of instructor required.

**Linguistics****LIN 103 Descriptive and Historical Linguistics** 3 credits

Basic phonology, morphology, and syntactic theory. Nature of changes in phonology, morphology, vocabulary, and meaning. Topics selected for illustration include regional and social dialects. The nature of language as exhibited in an examination of species beyond man, such as the chimpanzee.

**Russian****RUS 111, 112 Elementary Russian I, II** 3 credits each*Prerequisite for RUS 111: None (not open to students with previous knowledge of the language except with permission of Director).**Prerequisite for RUS 112: RUS 111 or equivalent.*

Basic course in grammar, reading, writing, and conversation with special emphasis on oral comprehension and development of an active vocabulary. Work in the language laboratory is required.

**RUS 121, 122 Intermediate Russian I, II** 3 credits each*Prerequisite for RUS 121: RUS 112 or equivalent.**Prerequisite for RUS 122: RUS 121 or equivalent.*

Grammar and composition. Enrichment of active vocabulary and oral expression. Reading of prose selections.

**Spanish****SPA 111, 112 Level I Spanish, Level II Spanish** 3 credits each*Prerequisite for SPA 111: none (not open to students with previous knowledge of the language except with permission of the Director).**Prerequisite for SPA 112: SPA 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.

**SPA 121 Level III Spanish** 3 credits*Prerequisite: SPA 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.

**SPA 122 Level IV Spanish** 3 credits*Prerequisite: SPA 121 or equivalent.*

Further development of the four language proficiencies with emphasis on reading of cultural and literary selections. Work in the language laboratory is required.

**SPA 231 Spanish Cross-Cultural Concepts** 3 credits*Prerequisite: SPA 122 or equivalent.*

A study of the way of life of a people so as to understand their value systems as well as to achieve cross-cultural communication and understanding. A variety of sources will be used in order to help students identify those cultural patterns intrinsic to a society. Work in the language laboratory is required.

**SPA 246 Spain Today** 3 credits*Prerequisite: SPA 231 or equivalent.*

This course will provide a critical understanding of Spanish culture and civilization as reflected in the current literature and ways of life. It will focus on significant aspects of the culture of Spain from 1975 to the present and examine Spain as a modern nation but keeping its heritage of the past.

**SPA 248 Trends and Tendencies in Latin America** 3 credits*Prerequisite: SPA 231 or equivalent.*

A study of significant cultural, social, racial, economic, and political issues which have shaped contemporary Latin America.

**SPA 251 Advanced Spanish Conversation** 3 credits*Prerequisite: SPA 122 or equivalent. Not open to native speakers.*

Efforts are made to develop a practical vocabulary and the ability to use the language as a medium of communication. Work in the language laboratory is required.

**SPA 263, 264 Introduction to International Business Spanish 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: Strategies in Spanish Oral Communication** 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 Development of Latin-American Identity** 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 Spanish Translation Techniques** 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 Independent Study** 3 credits*Prerequisite: Permission of the Director.*

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.

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**MATHEMATICS AND  
COMPUTER SCIENCE**
**Mathematics****MTH 101 Introduction to Mathematical Ideas** 3 credits*Prerequisite: Two years of high school mathematics. Not open to mathematics majors without departmental approval.*

An introduction to fundamental ideas of contemporary mathematics. Topics include logic, algebraic structure, number theory, probability, game theory, number systems, and non-Euclidean geometries.

**MTH 110 Pre-Calculus** 3 credits*Prerequisite: High school mathematics through intermediate algebra. Not open to the major in mathematics or computer science.*

An elective or distribution course in mathematics. Also designed for students wishing to take MTH 112 or OPR 272 who are not adequately prepared. A study of algebraic, exponential, logarithmic functions and graphs. The limit concept is introduced.

**MTH 112 Survey of Calculus** 3 credits*Prerequisite: Two and one-half years of high school mathematics in addition to a passing grade in a departmental placement exam, or a grade of C or better in MTH 110. Not open to the major in mathematics or computer science.*

An introduction to differential and integral calculus with applications in the biological, management, and social sciences.

**MTH 113 Survey of Statistics** 3 credits*Prerequisite: High school mathematics through intermediate algebra. Not open to the major in mathematics or computer science.*

Introduction to probability theory, random variables, and probability distributions. Statistics and sampling distributions; testing hypotheses and estimating parameters.

**MTH 114 Statistics for the Natural Sciences** 3 credits*Prerequisite: High school mathematics through intermediate algebra. Not open to the mathematics or computer science major.*

Develops tools for making decisions when faced with data. Teaches techniques for analyzing and displaying data, and performing statistical tests, with illustrative examples drawn from the natural sciences. Makes extensive use of statistical software in integrated labs and lectures. Stresses the use of computers as an aid to reason.

**MTH 140 Elementary Functions** 3 credits*Prerequisite: Two and one-half years of high school mathematics including some trigonometry.*

A course designed primarily for students who wish to take MTH 141 but are not adequately prepared. Sets, relations, functions. A study of algebraic, trigonometric, exponential, and logarithmic functions and their graphs. The limit concept is introduced.

**MTH 141, 142, Calculus and Analytic Geometry I, II** 4 credits each*Prerequisite for MTH 141: Either a passing grade in a departmental placement exam, or a grade of C or better in MTH 140. Three years of high school mathematics including trigonometry are expected.*

An introduction to differential and integral calculus of functions of one variable. Functions, limits, the derivative, the definite integral. Applications to physical and geometrical problems.

**MTH 143 Calculus III** 4 credits*Prerequisite: MTH 142.*

Multivariable calculus, partial derivatives, multiple integrals, introduction to vector analysis. Infinite series.

**MTH 144 Introduction to Ordinary Differential Equations** 3 credits*Prerequisites: MTH 142 and 157, or equivalent.*

First order differential equations, linear differential equations with constant coefficients, methods of undetermined coefficients, variation of parameters, series solutions. Concepts of linear algebra applied to systems of first order equations, higher order equations. Introduction to numerical methods. Applications.

**MTH 157 Linear Algebra** 4 credits*Corequisite: MTH 141 or permission of department.*

Matrix algebra, determinants, solutions of systems of linear equations. Real vector spaces: linear independence, basis, and dimension. Linear transformations. Applications.

**MTH 257 Abstract Algebra** 4 credits*Prerequisite: CSC–MTH 156, MTH 157.*

Algebraic structures: binary operations, groups, transformation groups, rings, fields. Commutative rings: uniqueness of prime factorization, congruence and residue classes, isomorphism. Rings of integers and polynomials. Order, well-ordering, and mathematical induction.

**MTH 290–295 Mathematics Honors Seminar** 1 credit*Prerequisites: MTH 141 and 157 and permission of department. May be taken for credit up to six times. This seminar is required of all students who wish to earn honors in mathematics.***MTH 321 Geometry I** 3 credits*Prerequisite: MTH 257 or permission of instructor.*

A critical treatment of the foundations of Euclidean geometry. The parallel postulate, absolute and non-Euclidean geometries. Defects in Euclid's treatment and a modern axiomatization of Euclidean geometry. Independence, consistency, and completeness of a system of axioms; model of system of axioms. Coordination of Euclidean geometry.

**MTH 322 Geometry II** 3 credits*Prerequisite: MTH 257 or permission of instructor.*

Topics in geometry and computation.

**MTH 326 History of Mathematics** 3 credits*Prerequisites: MTH 143 and 257, or permission of instructor.*

Antiquity to the present: fundamental concepts and their historical background. Survey of the main fields of current mathematics.

**MTH 351 Theory of Numbers** 3 credits*Prerequisite: MTH 257 or permission of instructor.*

Divisibility properties, Euclidean algorithm, prime factorization, arithmetic functions, indeterminate problems, congruences, quadratic reciprocity.

**MTH 355 Symbolic Logic** 3 credits*Prerequisite: CSC–MTH 156 or permission of instructor.*

Sentential and predicate calculus. Proof theory. Recursive function theory. Gödel's theorem. Lambda conversion.

**MTH 361 Introduction to Probability Theory** 3 credits*Prerequisites: MTH 142 and 157.*

Laws of probability. Distribution functions, means and variance, moment generating functions, joint distributions, functions of random variables. The Law of Large Numbers. Binomial, Poisson, geometric distributions. Introduction to the normal distribution and the Central Limit Theorem.

**MTH 362 Mathematical Statistics** 3 credits*Prerequisite: MTH 361.*

Study of continuous distribution, the normal, uniform, and gamma distributions, the Central Limit Theorem, and normal approximations to the sample mean and sample proportion. Statistical inference, confidence intervals, hypothesis testing. Applications of the chi-square and F distributions, contingency tables, linear regression and correlation, analysis of variance. Non-parametric statistics. Case studies.

**MTH 365 Mathematics Applied to Societal Problems** 3 credits*Prerequisites: MTH 142 and 257.*

Mathematical modeling of social phenomena. Theory of social choice. Models involving signed digraphs, differential and difference equations, game theory, and linear programming. Applications in ecology, demography, political science, economics.

**MTH–CSC 366 Introduction to 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 Numerical Calculus** 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 Topics** 3 credits*Prerequisite: Permission of department.***MTH 431 Analysis** 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 Topics** 1–3 credits  
*Prerequisite: Permission of department.*  
 Selected topics in advanced mathematics.

### Computer Science

**CSC–MTH 156 Discrete Structures** 3 credits  
*No prerequisites.*

An introduction to the algebra of sets and relations. Topics will include mappings and diagram-chasing, equivalence relations and quotient structures, semigroups, computer representations of algebraic constructs, automata and their digraphs, and networks.

**CSC 170 Introduction to Computers and their 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 telecommunications. Introduction to programming concepts as well as selected software. Use of the Computing Center facilities. Topics will include use of web browsers, telnet, FTP, e-mail, listserv, search engines, HTML programming, and web page generation.

**CSC 171 Introduction to Computer Programming** 3 credits  
*No prerequisites.*

An introduction to a modern computer language and to modern techniques of computer programming such as structured and object-oriented design. Simple and aggregate data types, subprograms, programming style, and the software development cycle. Applications to simple computational problems.

**CSC 172 Introduction to Algorithms and Data Structures** 3 credits  
*Prerequisite: CSC 171.*

Further concepts of a modern computer language. Records, data structures and file handling, recursion. Applications.

**CSC 174 Computer Organization and Assembly Language** 3 credits  
*Prerequisite: CSC 171.*  
*Corequisite: CSC 172.*

Introduction to machine architecture, machine language, basic logic design, arithmetic, and symbolic assembly language. Deeper understanding of computers will be taught through general concepts augmented by the study of at least one computer architecture in the 32 or 64-bit class. Programming methods developed in CSC 171 and CSC 172 will be utilized in this course.

**CSC 270 Survey of Programming Languages** 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 (logical). Emphasis will be on how to learn a new language quickly, and how to choose an appropriate language for any programming task.

**CSC 271 Software I: Utilities and Internals** 3 credits  
*Prerequisite: CSC 172.*  
*Corequisite: CSC 270.*

Good practice in program specification, advanced features of standard operating system utilities, line editors, screen editors, job control languages, batch operation, interpretive command languages, compilers, assemblers, interpreters, link/loaders, library maintenance. Introduction to operating system subroutines, with emphasis on inter-program communication.

**CSC 272 Software II: Principles of Programming Languages** 3 credits  
*Prerequisite: CSC 271.*

Principles of programming language design, with emphasis on design structures for good, clear maintainable code. Concepts of alternate languages, object-oriented, interpretive, functional, and block structured. Elementary concepts of language features designed for concurrent processing.

**CSC 302 Artificial Intelligence** 3 credits  
*Prerequisites: CSC 172, 270, and 272, or permission of instructor.*

Introduction to the major concepts and techniques of artificial intelligence. Program representation, search methods, game tree search. Knowledge representation, logic, semantic networks, semantic primitives, frames, and scripts. Expert systems. Natural language processing. Vision, image processing, robotics.

**CSC 333 Computer Graphics** 3 credits  
*Prerequisites: MTH 142 and 157, and CSC 270.*

This course will be organized around the writing of a graphics package by each student. Course material includes: 1. underlying geometry and algorithms: rigid motions, projections, region-filling, scan conversion of lines, etc. 2. software engineering: the CORE system of standard graphics subroutines. 3. hardware: raster versus vector devices, plotters, color technology.

**CSC 343 Data Structures** 3 credits  
*Prerequisites: CSC–MTH 156 and CSC 270.*

Data structures, including stacks, queues, lists, trees, heaps, and arrays. Graphs, their definitions, notation, and elementary properties. Sorting and merging.

**CSC–MTH 344 Algorithms and Complexity** 3 credits*Prerequisites: CSC–MTH 156, MTH 141, and CSC 171.*

Space and time complexity. Enumeration techniques. Sorting and searching. Combinatorial and graphic problems. Experimental and theoretical measures of complexity.

**CSC 371 Systems I: Computer Organization and Architecture** 3 credits*Prerequisites: CSC 174 and 272.*

Computer organization. Machine representation of numbers, computer arithmetic algorithms, overflow/underflow protection. Combinational circuits for addition and multiplication. Control units, multifunction and pipelining. Memory organization, associative and cache memories, memory interleaving, memory hierarchies, paging, segmentation, virtual memory, input/output organization, I/O channels, I/O busses. Virtual machines. Microprogramming.

**CSC 372 Systems II** 3 credits*Prerequisite: CSC 371.*

Parallelism in computers. Tree-height reduction techniques. Recurrence relations, data dependence. Communication networks. Interconnection networks. Speedup, and efficiency of multiprocessors. Non Von Neumann Machines. Systolic arrays, RISC machines, data flow architecture.

**CSC 443 Data Base Management Systems** 3 credits*Prerequisite: CSC 343.*

In-depth analysis of the hierarchical, network, and relational database models. Objectives of database processing. Storage structures and access methods. Database design and normalization, normal forms. Relational algebra and calculus.

**CSC 453 Operating Systems** 3 credits*Prerequisites: CSC 343 and 371, and MTH 361.*

Theory of operating systems; theory of concurrency and interprocessor communications; concepts of semaphores, synchronization, mutual exclusion, applications to operating system design, in particular using mutual exclusion to implement monitors and multiprocessing systems. Concepts of memory management, device management, virtual memory, and virtual machines. Concepts from file management.

**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*Prerequisite: Permission of department.***CSC 491 Directed Reading** 1–3 credits*Prerequisite: Permission of department.*

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**MUSIC****Theory****MUA 110 Elementary Theory and Harmony I** 3 credits*Corequisite: MUA 112.*

Techniques of tonal harmony presented from written and analytic perspectives, beginning with a review of rudiments and continuing through the study of fundamentals of diatonic harmony. Four-part harmonization and analysis are included.

**MUA 111 Elementary Theory and Harmony II** 3 credits*Prerequisite: MUA 110 or permission of instructor.**Corequisite: MUA 113.*

Continuation of MUA 110.

**MUA 112 Ear Training, Dictation, and Sight Singing I** 1 credit*Prerequisite: Permission of instructor required for non-majors.**Corequisite: MUA 110.*

Recognition by ear of intervals and chords, written dictation, sight-reading in three clefs.

**MUA 113 Ear Training, Dictation, and Sight Singing II** 1 credit*Prerequisite: MUA 112 or permission of instructor.**Corequisite: MUA 111.*

Continuation of MUA 112.

**MUA 136 Music Technology** 3 credits*Prerequisite: Permission of Chair.*

An extensive, practical course that links music to modern recording techniques in a multitrack studio. Course components include study of the physics of sound, miking, basic synthesizer modules and recording on 8-track and 24-track consoles. No background in electronics is required.

**MUA 210 Advanced Theory and Harmony I** 3 credits*Prerequisite: MUA 111 or permission of instructor.*

Chromatic harmony in writing and analysis, through 7th chords, extended dominants, altered chords, chromaticism and modulation. Harmonization of bass and soprano melodies and analysis of complex music.

**MUA 211 Advanced Theory and Harmony II** 3 credits*Prerequisite: MUA 210 or permission of instructor.*

Continuation of MUA 210 through 20th-century techniques.

**MUA 212 Ear Training, Dictation and Sight Singing III** 1 credit*Prerequisite: MUA 113 or permission of instructor.*

Sight-reading in four clefs; written harmonic and melodic dictation, to include modulations to close and remote keys; rhythmic training.

**MUA 213 Ear Training, Dictation and Sight Singing IV** 1 credit  
*Prerequisite: MUA 212 or permission of instructor.*  
 Continuation of MUA 212.

**MUA 236 Music Technology** 3 credits  
*Prerequisite: MUA 136 and permission of Chair. This course may be repeated for credit.*

An extensive, practical course that links music to modern recording techniques in a multitrack studio. Course components include study of the physics of sound, miking, basic synthesizer modules, and recording on 8-track and 24-track consoles. No background in electronics is required.

**MUA 310 Form and Analysis** 3 credits  
*Prerequisite: MUA 211 or permission of instructor.*  
 Detailed examination of selected examples of music literature from a harmonic, structural, and formal standpoint.

**MUA 390 S/T: Basic Keyboard Skills** 3 credits  
 Intensive practice at the keyboard for beginners or musicians with limited keyboard skills. Study of music fundamentals and reading.

**MUA 413 Conducting and Orchestration** 3 credits  
*Prerequisite: Permission of Chair.*  
 Essentials of conducting: baton technique, score reading, interpretation, conduct of large ensemble rehearsals and routines. Work on ensemble blend and balance, styles, and repertoire. Attention to choral diction.

**MUA 436 Music Technology—MIDI** 3 credits  
*Prerequisite: MUA 236 and permission of Chair.*  
 Practical course designed to introduce composition and notation in the electronic medium. Basic work with synthesizer modules, sound processing techniques, music sequencing software and computerized music notation.

## History

**MUH 290 The Arts and the Creative Process** 3 credits  
 This course about art and the human imagination will explore philosophical, historical, and practical issues pertinent to the creative arts. By examining the nature of art, what compels the artist to create, the distinctions and connections among art forms, and the vital relationship between 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 Music, Art and Art History, Communications, and Performing Arts Departments.

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**MUH 220 Music of the Classical Period** 3 credits  
 Musical literature of the late 18th and early 19th century is examined in a sociological context, with particular attention to the works of Mozart and Haydn.

**MUH 221 Major Composers of the 17th and 18th Centuries** 3 credits  
 Musical literature and styles of the Baroque era are examined in a sociological context, with particular attention to the works of Bach and Handel.

**MUH 238 Jazz—20's, 30's, & 40's** 1–3 credits  
*Open to juniors and seniors only.*  
 Study of the music, composers, artists, arrangers, and styles of this dynamic period in the history of an American art form.

## Ensemble Performance

**MUO 240–241 Orchestra Performance (Section 1)** .5 credit  
 Participation in weekly rehearsals of symphonic ensemble, performing extensive repertoire from the orchestral literature. Audition with the conductor is necessary for admission into the program.

**MUO 240–241 Pop Ensemble (Section 2)** .5 credit  
 A course designed to introduce the student to popular musical literature through performance in a small ensemble.

**MUO 242–243 Choral Ensemble** .5 credit  
 Participation in weekly rehearsals of the choral ensemble. Audition with the conductor is necessary for admission into the program.

## Private Instruction

**MUP 100–101, 200–201, 300–301, 400–401 Piano** .5 credit  
 Weekly private lessons designed to develop and expand keyboard technique and knowledge of the piano repertoire.

**MUP 102–103, 202–203, 302–303, 402–403 Strings** .5 credit  
 Weekly private lessons designed to develop and expand technique and repertoire.

**MUP 104–105, 204–205, 304–305, 404–405 Woodwinds** .5 credit  
 Weekly private lessons designed to develop and expand technique and repertoire.

**MUP 106–107, 206–207, 306–307, 406–407 Brass** .5 credit  
 Weekly private lessons designed to develop and expand technique and repertoire.

**MUP 108–109, 208–209, 308–309, 408–409 Percussion** .5 credit  
 Weekly private lessons designed to develop and expand technique and repertoire.

**MUP 130–131, 230–231, 330–331, 430–431 Voice** .5 credit  
Weekly private lessons in voice production, breathing, development of tone, volume, and range. Repertoire includes art song to opera, and musical comedy.

**MUP 132–133, 232–233, 332–333, 432–433 Guitar** .5 credit  
Weekly private lessons in either folk or classical guitar designed to expand and develop technique and repertoire.

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## PERFORMING ARTS

### Acting

**PFA 100 Improvisation** 2 credits  
*Open to majors only. Twice a week.*  
The aim of the first year is to develop self-awareness and to discover the actor's potential—to diagnose strengths and weaknesses and to begin to break down bad acting habits. The focus of the exercise works will include improvisation, emotional recall, and sense memory.

**PFA 108 Beginning Acting** 3 credits  
*For non-majors. Twice a week.*  
A study of theater from the actor's point of view. The student is taught to explore and use personal knowledge and experience. Class projects include individual creative experiments as well as formal monologues and scenes.

**PFA 109 Dramatics** 3 credits  
*For non-majors. Twice a week.*  
The fundamentals of exploring a character in a play. Students are introduced to characterization through individual observation and exercise. Techniques for both monologue and ensemble playing are introduced.

**PFA 111 Introduction to the Professional Theater** 2 credits  
*Open to non-majors. Twice a week.*  
Focus of this course will be obtaining work in the professional theater. The major actors' unions will also be covered. Putting together a picture/résumé, actors' relationships to agents and managers, and making the rounds. Contracts, riders, and residuals.

**PFA 130 Mechanics of Voice Production** 2 credits  
*Open to majors only. Twice a week.*  
Acquaints the student with the mechanics of voice production and how to preserve the health and longevity of the instrument and to increase control, quality, variety, and freedom of the voice.

**PFA 150 Character Development** 2 credits  
*Open to majors only. Twice a week.*  
Continuation of the intensification of training begun in first semester plus character development involving the inner life of the characters.

**PFA 180 Voice Projection** 2 credits  
*Open to majors only. Twice a week.*  
An intensification of the work done in PFA 130.

**PFA 200 Text Analysis** 2 credits  
*Open to majors only. Twice a week.*  
In the second year of acting, the student actor begins the application of the actor's technique to the demands of a script. While there is a reinforcement of work done in the first year, the stress is on character development, relationships, and environment. The emphasis is on analysis of text and subject.

**PFA 210 European Theater History** 3 credits  
*Open to non-majors. Twice a week.*  
A lively, introductory course in the history of European dramatic literature, beginning with the great tragic poets of Greek drama and ending with Shakespeare and the Renaissance stage. Special emphasis will be placed on the antecedents of the modern theatre, with particular attention to such playwrights as Aeschylus, Sophocles, Euripides, and Aristophanes. Also included will be Roman comedy and Senecan tragedy; early medieval and liturgical drama; early Tudor drama; William Shakespeare, Ben Jonson, Jean Racine, Moliere, and others. Class will consist of lectures on theatrical backgrounds, styles of staging, theatre architecture, and literary sources. Representative plays and selected readings in dramatic and critical theory will be required reading. Class trips to museums, films, and theatrical productions may also be included.

**PFA 230 Diction (Erasing the Local Accents)** 2 credits  
*Open to majors only. Twice a week.*  
Continuation of techniques learned in the first year. The emphasis is on developing techniques for developing stage diction and projection.

**PFA 250 Scene Study** 2 credits  
*Open to majors only. Twice a week.*  
Continuation of Acting 3 with emphasis on choice of scenes for the actor's growth. Emphasis is on process, not on finished scenes.

**PFA 260 American Theater History** 3 credits  
*Open to non-majors.*

The second half of European Theater History, this course examines the eighteenth and nineteenth-century European antecedents to twentieth century American drama. Playwrights such as Ibsen, Strindberg, Chekov, Wilde, Shaw, and Yeats will be discussed in terms of their influence on some of the major literary movements of the nineteenth and twentieth centuries. These movements include Romanticism, Naturalism, Symbolism, Impressionism, Expressionism, and Surrealism. American playwrights will include Elmer Rice, Eugene O'Neill, Tennessee Williams, Sam Shepard, Caryl Churchill, and others. Additional emphasis will be placed on the development of modern stagecraft and modern scene design. Class will consist of lectures and in-class discussion of plays. Also included will be a Broadway theater tour.

**PFA 280 Diction (Projection–  
Working with the “Accentless” Voice)** 2 credits  
*Open to majors only. Twice a week.*

Continuation of voice and diction work from Voice 3.

**PFA 290 The Arts and Creative Process** 3 credits

This course about art and the human imagination will explore philosophical, historical, and practical issues pertinent to the creative arts. By examining the nature of art, what compels the artist to create, the distinctions and connections among art forms, and the vital relationship between 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 History and Performance  
of Drama I (Greeks to Jacobean)** 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 Rudiments of Directing** 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 History and Performance  
of Drama II (Jacobean to Present)** 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 Directing** 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 Stage Accents** 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 Auditioning** 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 Performance** 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 Futurism and Surrealism** 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 Intro. – Performing  
Arts Administration** 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 will be used in any performing arts management situation. Fully discussed are: fundamentals of theatrical producing (the idea, the manager for the idea, the performance space and the staff); methods (commercial New York, stock, resident, university and community theatre); business management (cost, cost control, box office and generating additional revenue); theatre and audience (community and press

104 COLLEGE OF ARTS AND SCIENCES COURSES

relations, publicity, advertising, promotion, audience engineering, and psychology).

**PFA 450 Acting for the Camera** 2 credits  
*Open to majors only.*

On-camera technique for television commercials.

**PFA 454 Realism** 2 credits  
*Open to fourth-year majors only.*

An intensive examination of the Stanislavskian basis for psychologically realistic acting. Theory and readings support serious work on realistic monologues and scenes from the modern theatre. Individual problems relating to the actor's capacity to be vulnerable and truthful are addressed.

**PFA 481 Manhattan Production** 2 credits

Learning the techniques of choosing self-advantageous material, of assessing the self professionally, and of attracting an audience of professional agents and casting people is rewarded with a Manhattan performance for a professional audience for graduating senior actors.

**PFA 490, 491, 492 Independent Study** 3–12 credits

*Prerequisite: Permission of program Director.*

Independent study in theater.

### **Technical Theater/Design**

**PTD 101, 151; 201, 251; 301, 351; 401, 451 Research, Rehearsal, and Production** 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 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 Introduction to Costumes** 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 Scenographic Techniques** 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 Prop Construction** 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 constructed project under the guidance of the instructor.

**PTD 223 Stage Management** 3 credits each

*Open to majors only.*

The role of the stage manager will be examined in terms of duties and responsibilities as well as the relationship to the production schema. Because the position of stage manager is dual in nature, it must be examined from the viewpoints of both the technical production aspects and the acting/directing functions. Students will be required to take part in both simulated and actual production situations.

**PTD 241 Costume Construction** 3 credits

*Open to non-majors with permission of instructor.*

A lab course in the study of basic sewing techniques and the application of these techniques in the construction of stage costumes. Each week the class will include a discussion, a demonstration, and a practice session.

**PTD 269 Makeup for the Stage** 2 credits

*Open to majors only.*

An introduction to the art of stage makeup including techniques of cosmetic enhancement of the actor as well as the age, ethnicity, and individual characteristics of a multiplicity of stage characters. Particular attention will be paid to physiognomy, light, shade, color, and character analysis.

**PTD 313 Advanced Technical Theater** 2 credits

*Open to majors only, or with permission of instructor.*

An intensive study of theatrical technology, this course encompasses all realms of theater technology from digital lighting and sound systems to the physics of load calculation and theatrical machines. Projects may consist of work on an ongoing production or may be aimed at the systems and facilities of the program.

**PTD 315, 365 Scene Design I, II** 2 credits each

*Open with permission of instructor.*

An introduction to the theory, practice, and history of theatrical design. Students will read, design, and discuss plays for two semesters under the guidance of a professional set designer. One semester of mechanical drafting is usually required for admission to the course. A laboratory fee will also be required.

**PTD 317, 367 Lighting Design I, II** 2 credits

*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 Scene Painting** 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 Draping and Pattern Making** 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 Costume Design 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 Independent Study** 3–12 credits

*Prerequisite: Permission of Chair.*

Professional internships in advanced technical theater or design.

**Dance****PFD 110, 111; 210, 211;****310; 410, 411 Ballet**

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 Modern Dance**

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 Dance Theory****and Composition 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 Period Movement** 2 credits per semester

*(May be repeated.)*

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

**PFD 270 Special Topics:****Hate and Conflict: The Artist, the Dancer, and the Political Scientist**

3 credits

*Prerequisite: Permission of instructor.*

This is an interdisciplinary course for art, dance, and political science majors in an interactive setting. It explores the origins, manifestations of conflict as well as possibilities for resolution. The focus is on conflict among groups on ethnicity, religion, class, education, nationalism, etc. There will be both written and creative projects.

**PFD 285 Dance History and Criticism**

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 Advanced Dance Repertory**

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 Intermediate Dance Composition** 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 Dance Theater** 3 credits*For majors only – three times a week*

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

**PFD 390 Worlds of Dance** 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 Principles of Teaching Dance** 3 credits*Majors only – twice weekly*

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

**PFD 448, 449 Advanced Dance Composition** 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.

**PFD 490 Independent Study** 3–12 credits*Prerequisite: Permission of Chair.*

Independent study in dance.

**PHILOSOPHY****PHI 105 Critical Thinking Skills: The Analysis of Arguments in Everyday Thought** 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 130 Introduction to the Bible** 3 credits

The Hebrew Scriptures are the foundation of Western civilization, and the knowledge of their contents, drawing upon the information gained from archaeology, historical anthropology, comparative studies of other ancient Near Eastern texts, and ritual patterns of thought, leads one to a greater appreciation of the importance of the Bible in all aspects of life.

**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-Socratics to the 12th Century** 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 to 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: Kant to 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 and European Thought** 3 credits  
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 in this century in England, Austria, and the United States, dealing with the nature of language, Logic, science, and philosophy itself, a style of philosophizing usually termed "analytic."

**PHI 350 The Philosophy of Law** 3 credits  
This course offers a broad theoretical introduction to problems in the philosophy of justice and law. Focus will be placed on the systematic analysis of the proper relationship between morality and law.

**PHI 354 Philosophy of History** 3 credits  
A study of purpose, pattern, and meaning in history as discussed by the West's great philosophers: Augustine, Hegel, Vico, Collingwood, Croce, and Whitehead. Particular emphasis will be placed upon the varying perspectives from which history may be viewed.

**PHI 360 Philosophy of Religion** 3 credits  
Faith and doubt, the problem of evil, the nature and existence of God are some of the problems debated from a variety of philosophical perspectives. Scholasticism, Kantian rationalism, existentialism, and linguistic analysis are given prominent exposure in class discussions.

**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 Recent Political and Cultural 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 Readings** 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.

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## PHYSICS

**PHY 100 Perspectives 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 Astronomy** 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 Lovers** 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: Astronomy and Cosmology** 4 credits

*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—Principles and Demonstrations** 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 Introduction to 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—Introduction to 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 centers of gravity, analysis of structures, friction, forces in beams and cables, moments of inertia, methods of virtual work.

**PHY 231 Engineering Dynamics** 3 credits

*Prerequisite:* PHY 230.

Kinematics of particles, systems of particles, kinematics of rigid bodies, plane motion of rigid bodies, mechanical vibrations.

**PHY 243 Analog Circuits** 4 credits

*Prerequisites:* PHY 114 and MTH 142, or permission of instructor.

The course provides the foundations necessary to assemble simple analog circuits and test them. A number of circuits employing diodes, transistors, field effect transistors, and operational amplifiers will be assembled on breadboards and tested in the laboratory. The course will have one period lecture and one laboratory session, each of two-hour duration, per week.

**PHY 244 Digital Circuits** 4 credits

*Prerequisites:* PHY 112 and 114, or permission of instructor.

The course provides the foundations necessary to assemble simple digital logic circuits and test them. Microprocessors and microcomputers will be introduced and a variety of experiments based on computer architecture, computer interfacing, and data communications concepts will be performed. The course will have one period lecture and one laboratory session, each of two-hour duration, per week.

**PHY 250 Physical Problems of Pollution** 3 credits

*Prerequisite:* PHY 112 or 114.

Application of physics and natural sciences to environmental and pollution problems. Population growth models, world-resource-depletion models, and growth limits. The energy scenarios. Internal combustion, fossil fuel, and nuclear fuels. Water and air pollution. Conservation, ecotactics, and the role of agencies at various governmental levels.

**PHY 260 Thermodynamics and Kinetic Theory** 3 credits

*Prerequisites:* PHY 114 and 211.

First and second laws of thermodynamics, thermodynamic equilibrium, properties of gases and vapors, enthalpy, Helmholtz and Gibbs functions, refrigeration, gas power engines, gases and air water mixtures, combustion.

**PHY 261 Computational and Problem Solving Methods in Physics** 3 credits*Prerequisites: PHY 112 or 114 and MTH 141.*

The course introduces a number of numerical techniques that are useful to solve a variety of physics problems. Topics include numerical integration, solutions to differential equations, Monte Carlo techniques and chaos. The course will have a number of problem solving sessions in mechanics and electrostatics involving calculus.

**PHY 264 Optics** 3 credits*Prerequisites: PHY 216, 211, and MTH 142.*

A survey of physical optics. The electromagnetic spectrum, wave theory, lenses, mirrors, image formation, optical cavities, the superposition of waves, Fourier methods, polarization, interference, and diffraction. Ideas important to contemporary ideas in optics and lasers are stressed. A number of computer problems simulating the optical paths will be worked out in geometrical optics.

**PHY 301 Mathematical Methods in Physics** 3 credits*Prerequisites: Physics through PHY 264, MTH 142 and 144.*

Mathematical techniques as applied to physics problems. Ordinary and partial differential equations with emphasis on boundary value problems in electricity and magnetism; complex variables; Laplace transforms; eigenvalue equations and special functions. PC based numerical techniques.

**PHY 322 Advanced Physics Laboratory** 4 credits*Prerequisite: PHY 216.*

The course is designed to provide students with advanced modern laboratory experience. A number of experiments covering atomic, nuclear, solid state and optical physics will be performed. The students will get hands-on experience in modern experimental techniques and data acquisition and analysis procedures using computers.

**PHY 380 Electromagnetic Theory** 4 credits*Prerequisites: PHY 211 and MTH 144.*

A study of electric and magnetic fields: electrostatics, Gauss' law, Laplace's and Poisson's 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 Undergraduate Physics Thesis 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 Undergraduate Physics Thesis 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 423 Quantum Mechanics** 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 Independent Study** 3 credits*Prerequisite: Permission of instructor.***PHY 493 Research Hours** Credits to be arranged**PHY 513 Principles of Environmental Physics II** 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 Lasers and Holography** 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.

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**POLITICAL SCIENCE**

*Note: 300-level and 400-level courses, designed to meet major requirements, are open to non-majors.*

**POL 101 Introduction to the American Political System** 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 Introduction to Politics** 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 Public Policy: Theory and Issues** 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 Politics and the Family** 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 Politics** 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 perspective. Beginning with an institutional focus, it traces the evo-

lution of the presidency from the New Deal through the Clinton administration. The president is evaluated as both an individual personality and as a political actor interacting with the outside environment. The use, abuse, and constraints upon presidential power are the underlying themes of the course.

**POL 240 Political Theory in Historical Perspective** 3 credits

The major political theories that have shaped Western civilization from Plato to Karl Marx and John Rawls are the subject of this course. From the emergence of classical political thought in ancient Greece to the formulation of modern ideas of revolution and justice, this course examines the major political concepts and ideas that have established the foundation of Western political systems and molded competing visions of political identity. The theoretical underpinnings of democracy, monarchy, and modern dictatorships are explored along with relevant religious and social traditions.

**POL 260 Comparative Political Analysis** 3 credits

This course is an introduction to the comparative politics of industrialized democracies, communist states, and developing countries. Geographically, the course covers Britain, France, Germany, Japan, Russia, China, and Nigeria. Topics include the political culture of democracy and dictatorship; characteristics of parliamentary systems; political elites and modern democracy; class and party in electoral systems; and reform and revolution in evolving communist states.

**POL 270 Special Topics: Hate and Conflict: The Artist, the Dancer, and the Political Scientist** 3 credits

*Prerequisite: Permission of instructor.*

This is an interdisciplinary course for art, dance, and political science majors in an interactive setting. It explores the origins, manifestations of conflict as well as possibilities for resolution. The focus is on conflict among groups based on ethnicity, religion, class, education, nationalism, etc. There will be both written and creative projects.

**POL 280 Theories and Practice of International Politics** 3 credits

This course provides a basic understanding of the international system in the 20th century. Historical materials are combined with an analysis of contemporary issues in an attempt to gauge the validity of several theoretical paradigms as they apply to the practices of nation-states. Among the topics examined are the principal trends of the emerging post-Cold War era; the technological and economic bases of hegemonial power; nationalism; ethnic/religious divisions; collective security arrangements; conflict resolution; and the role played by international organizations and international law.

**POL 303 Contemporary Issues of American Feminism** 3 credits

Exploration of major issues raised by the contemporary feminist movement, including gender and family roles; educational and legal equity; federal and state legislation for equal

rights; women in politics; reproductive rights; and violence against women.

**POL 305 Race and Politics** *3 credits*  
Political regimes have organized societies in ways that have used race and ethnicity as instruments of public policy. This course will analyze the political efforts of African-Americans in addressing their status and redressing the constraints that limit that status. The course explores the electoral efforts of African-Americans; the impact of black elected and appointed officials; the role of political institutions (Congress, presidency, Supreme Court) in advancing or constraining black status; the impact of interest groups in advancing or retarding black advancement; and the demographic changes leading to intra-minority and minority-ethnic electoral alliances or conflict.

**POL 322 Constitutional Law: Government Powers** *3 credits*  
This course will focus on constitutional controversies which have arisen from the relations among the three branches of the American political system. Major Supreme Court decisions which have shaped the governmental structures are reviewed, including those that refer to: the authority of Congress; federal relations; the limits of presidential power; regulatory policies of economic activities; and the conduct of foreign policy. The doctrinal trends which have developed historically through the Supreme Court's exercise of judicial review are highlighted.

**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 as a Political Institution** *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 Policymaking** *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 333 Making U.S. Foreign Policy** *3 credits*  
The decision-making process as it pertains to foreign policy. An examination of the leading foreign policy-making institutions; the role of public opinion; the relevance of the bureaucratic politics model; potential reforms.

**POL 342 American Political Thought** *3 credits*  
This course examines the major political theories of American leaders and intellectuals from the colonial period to the present, including a conceptual analysis of republicanism, constitutionalism, liberalism (classic and welfare state), democracy, equality, and internationalism. Theorists such as Jefferson, Hamilton, Madison, Thoreau, Calhoun, Wilson, Dewey, and Friedman will be examined.

**POL 345 Feminist Theory** *3 credits*  
Examination of major feminist theories in Western culture from a historical perspective, including Wollstonecraft, *Vindication of the Rights of Women*; Mill, *The Subjection of Women*; and theorists from contending perspectives of the contemporary period, e.g., liberal feminism, radical feminism, and Third World feminism. How have these theorists explained women's oppression and what solutions do they suggest?

**POL 360 Western European Political Systems** *3 credits*  
This course focuses on contemporary politics in four Western European states: Britain, France, Italy, and Germany. Topics include: the historical formation of modern democracy; the rise of the European capitalist system; political and institutional developments since World War II; Eurocommunism

and cooperation and tension in intra-European affairs. The course will also cover several modes of political analysis used in the study of Western Europe and political science in general.

**POL 366 Political Economy of Development and Underdevelopment** 3 credits

Introduction to the political and economic issues of development and underdevelopment in the modern world. Geographically, the course covers Western Europe, Japan, China, Latin America, Africa, Iran, and India. Topics include: the historical origins of industrialization in Europe; the impact of Europe on the Third World; the role of ideology and religion in economic and political transformation; the politics of land reform; industrialization and inequality; the problems of population growth; and the role of the military.

**POL 371 Women and Comparative Political Development** 3 credits

Since the United Nations Decade of the Woman, a critical scholarly perspective on economic and political development has emerged, called W.I.D.—Women in Development. This perspective argues that many development strategies have lowered women's status by imposing new sex-role patterns on farming and trading, and by carrying these disadvantages into the new industrial and urban centers of the developing world. This course will examine W.I.D. academic literature, focusing on issues of women's health, education, employment, population planning, and political participation in the developing nations of Asia, Africa, and Latin America.

**POL 380 International Law and Organization** 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 American Foreign Policy Since 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 International Politics of East and Southeast Asia** 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 Comparative Foreign Policy** 3 credits

A study of the foreign policies of Russia, Ukraine, China, the United States, and other states in a comparative global con-

text. 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 International Political Economy** 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.

**Internships and Directed Research**

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

**POL 337, 338, and 339 Washington Semester Internship, Seminar, and Directed Research** POL 337: 6–9 credits  
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 Public Policy Seminar** 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 Seminar: The Welfare State in Transition: A Comparative Perspective** 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 Independent Study** 3 credits  
Prerequisite: Permission of department.

**POL 491 Directed Readings** 3 credits  
Prerequisite: Permission of department.

**POL 492 Directed Work Experience** 3 credits  
Prerequisite: Permission of department.

**POL 400 Level Advanced Seminars** 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.

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## SOCIOLOGY

**SOC 100 Introduction to Sociology** 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 Culture and Society** 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 Classics 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 subjects as formal and informal organization, management, work motivation, labor unions, alienation from work, intrinsic and extrinsic meanings in work, and the Protestant ethic.

**SOC 225 Sociology of the Family** 3 credits  
Prerequisite: SOC 100.

The family and marriage today, in modern society, compared with the past and with other societies. Is the family becoming obsolete? What alternatives are emerging? What roles do extended kin play in the modern world? Have the generations grown farther apart? What happened to the sexual revolution?

**SOC 230 Social Problems of the Family** 3 credits  
Presentation and discussion of family poverty and economic constraints, single parenthood, divorce and its consequences, violence and abuse in relationships, addiction and co-dependency, remarriage and step-parenting. Students will do field research in an area of their choice.

**SOC 233 Mass Media in Contemporary Society** 3 credits  
Prerequisite: SOC 100.

Analysis of mass media in contemporary society, including media organization, types of content, effect on audience. The different media will be compared, including the impact of the different technologies.

**SOC 241 Gender: Roles and Identities** 3 credits  
Prerequisite: SOC 100.

Examines the roles of contemporary American men and women as participants in family, vocational, community, and sexual institutions against a background of a historical and cross-cultural survey of gender roles. Evaluates the evidence for innate temperamental differences between the sexes. Appraises the desirability of various proposals for realizing the full potentialities of both sexes.

**SOC 244 Sociology of Deviance** 3 credits  
Prerequisite: SOC 100.

The structural and interactive roots of deviation covering the spectrum from nonconformity to hyperconformity. Various deviance theories will be analyzed, including the labeling perspective, anomie theory, subcultural theory, etc. The role of social control and social control agencies in the deviance process. Discussion of the variety of nonconventional lifestyles. Deviance will be examined in terms of culturally

patterned responses to economic, political institutions, and cultural expectations.

**SOC 246 Criminology** 3 credits  
*Prerequisite: SOC 100.*

Examination of various theories of criminality; sociological analysis of the patterns of criminal behavior, the relationship of crime to law, and other aspects of the social order; critical examination of theories of criminality; societal reactions to crime; analysis of the criminal justice system; the police, courts, prison and its alternatives.

**SOC 249 The Italian-American Experience** 3 credits  
*Prerequisites: SOC 100 and permission of instructor.*

A sociological analysis of the basic socio-political-historic roots of the Italian-American experience. This course is an in-depth study of the culture and institutions (family, religion, politics, education) of the Italian group in Italy as well as the changes that resulted in those who immigrated to America as a response to the new way of life. The course stresses the effects of social change upon this group through the succeeding generations, from a socio-historical perspective.

**SOC 260 Cities, Towns, and Suburbs** 3 credits  
*Prerequisite: SOC 100.*

Life in modern urbanized communities: cities, towns, and suburban areas. Growth of cities and the proliferation of city influences to towns, suburbs, and metropolitan areas generally; the growth of the megalopolis; analysis of different kinds of modern community structure, and the social forces operating therein; the impact of urbanization on other spheres of life; family, education, ethnic relations, leisure, economics, and politics.

**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 288 Special Topics 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 Inequality** 3 credits  
*Prerequisite: SOC 100.*

A comparative study of the nature of class structure. Emphasis is on the United States, with comparative refer-

ences to India, Great Britain, the Soviet Union, 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: 12 credits of sociology, with 3.5 average (3 of the 12 credits must be SOC 195).*

Reading and research on selected topics in sociology, under the guidance of the faculty advisor.

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## CENTER FOR AFRICAN-AMERICAN AND ETHNIC STUDIES

**AAS 100 African Civilization and Society in the New World I** 3 credits

This is the first part of a two-part sociohistorical survey of the development of African society and civilization in the Western Hemisphere. The course examines the historical movement of Africans to the Americas and the Caribbean, highlighting their experience in and contributions to the new environments, up to the period of the abolition of slavery and emancipation.

**AAS 101 African Civilization and Society in the New World II** 3 credits

This is the second part of a two-part survey of African experience in the Western Hemisphere. The position of peoples of African heritage in the post-abolition era in different areas is discussed. So are the creative maintenance and adaptation of aspects of African cultural expression, and the peoples' economic, political, intellectual, cultural, and other contributions to the societies of the hemisphere.

**AAS 135 History of Black Performing Arts** 3 credits

This course will cover the careers of African-American producers, directors, actors, dancers, and musicians, and their

pathways to success. The principal objectives are to introduce students to the African-American perspective of the performing arts and to develop creative thinking. The course will be enhanced through the use of films/videos as well as student research presentations.

**AAS 140 Black Drama Workshop** *3 credits*

The principal objectives of this course are to introduce students to black perspectives of drama, develop creative thinking, and provide for creative energies. The procedure to accomplish this will include stage and body movements, speech and voice exercise (including accents of the Caribbean and Africa), and improvisation.

**AAS 260 African-American and African-Caribbean Writers I** *3 credits*

The first semester of this two-semester course is designed to give students an introduction to African-American literature, and examines how 20th century African-American writers have been influenced by their Black heritage, particularly the institution of slavery, and how they have then proceeded to locate their characters within the history of the United States. The reading list includes writers such as James Baldwin, Lorraine Hansberry, Langston Hughes, Zora Neale Hurston, Toni Morrison, Gloria Naylor, Alice Walker, and August Wilson.

**AAS 261 African-American and African-Caribbean Writers II** *3 credits*

The second semester of this two-semester course is designed to give students an introduction to African-Caribbean literature, and examines how 20th century Caribbean-American writers have been influenced by their Black or Hispanic heritage, and in particular, how individual, ethnic/racial, and national identity has been affected by the immigration experience. The reading list includes writers such as Julia Alvarez (the Dominican Republic), Michelle Cliff (Jamaica), Edwidge Danicát (Haiti), Cristina Garcia (Cuba), Jamaica Kincaid (Antigua), Paule Marshall (Barbados), and Derek Walcott (St. Lucia).

**AAS 390 African-American Culture** *3 credits*

This course examines the origins of African-American culture. It considers African-American achievement of a creative synthesis of indigenous African culture and the culture of the American environment in which the people live. The course discusses the continuity and change in African-American culture in the spheres of language, marriage and family, religion, political and economic affairs, social relations and activities, and community life generally, down to the present day.

**AAS 390 Special Topics: The Civil Rights Movement** *3 credits*

This is a study of the struggle of African-Americans and other minorities to achieve equality and justice in the United States, and the resistance they encountered. It traces the history of the movement from the period of slavery, the Civil

War and Reconstruction, through its triumph in the Civil and Voting Rights Acts of 1964 and 1965, to the Clinton Administration's Motor Voter Bill of 1993.

**AAS 390 Special Topics: Peoples and Cultures of the Caribbean** *3 credits*

An exploration of Caribbean cultures and societies from an anthropological perspective. The emphasis will be on African-Caribbean cultures and the transplanted Caribbean immigrant cultures in the United States. Common historical experience and the diversities unique to the area will be explored in terms of language, family, and ethnicity. The methodology will be descriptive and critical.

**AAS 390 Special Topics: Ethnic Dance** *2 credits*

Study and practice of ethnic dance forms and styles, such as African, African-American, and African-Caribbean. (No prerequisites, open to non-majors, and may be repeated once.)

**AAS 490 Independent Study** *1-16 credits*

**AAS 491 Directed Readings** *1 credit*

This course is part of the John Hope Franklin Distinguished Lecture, which is given annually during Black History Month. The first lecture (1987) was given by the eminent American historian Dr. C. Vann Woodward of Yale University. His topic was W.E.B. DuBois. Students are required to read one book or three scholarly articles on the topic of the lecture. Students are to also meet three times with the professor coordinating the directed readings.

**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 role of African-Americans 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 361 African History** *3 credits*

This is the first part of a two-part introductory series designed to provide a broad acquaintance with African culture, civilization, and history from the earliest times to the eve of the colonial era. The course will discuss the origins of humankind, the development of civilization in Africa, and other general continental themes. It will then focus on ancient African states and societies and their evolution into the modern era.

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**UNIVERSITY COLLEGE—GENERAL STUDIES/ABLE PROGRAMS**
**General Studies**

(All General Studies courses carry 3 credits unless otherwise noted.)

**100 Western Civilization I**

An introduction to the principal intellectual, cultural, and institutional developments and traditions through the 17th century that shaped the modern world. Through readings of and about the classical age, the rise of Christian civilization, the Renaissance, the Reformation, the emergence of the modern state, and contacts with other civilizations, students will gain an understanding of the values and institutions of Western civilization.

**101 Critical Reading and Writing**

An introduction to college-level writing. Through close textual analysis students will develop college-level writing skills by progressing from simple text-dependent papers to more sophisticated thematic essays. Emphasis is placed on the writing of clear, organized, and well-developed essays that employ a variety of rhetorical techniques.

**102 A World of Ideas I**

4 credits

An introduction to the seminal ideas of modern culture. By reading philosophical, historical, and literary texts, students will develop a more complete understanding of the way that ideas affect their lives.

**102 Society and the Individual II: Psychology**

A survey designed to introduce students to the scientific discipline of psychology. Students will receive a broad foundation in psychological theory and research and the scientific method.

**102 Expository Writing and Research**

This course develops the skills acquired in Critical Reading and Writing. Students analyze purpose, audience, and strategy, which are essential to effective writing. Students will develop and revise expository papers, as well as a fully documented research paper that will demonstrate understanding and mastery of the appropriate techniques.

**102 Origins of Western Civilization II**

A continuation of Origins of Western Civilization I, this course focuses on the principal intellectual, cultural, and institutional developments and traditions from the 17th century to the present that have shaped the modern world.

**102 A World of Ideas II**

4 credits

This course is a continuation of The Modern Condition I. Through reading philosophical, historical, and literary texts, students will develop a more complete understanding of the way that ideas affect their lives.

**103 Problem-Solving Across the Curriculum**

This course uses a problem-solving approach to study topics across the curriculum. Some mathematical problems to be considered are linear graphing, probability, statistics, and fractals. Topics related to other course offerings include apportionment, fair division, symmetry of motion, and symmetry of scale. The emphasis in this course is on modeling problems visually and analytically.

**ABLE**

(All ABLE courses carry 4 credits unless otherwise noted.)

**100 Communication and Critical Thinking** 1 credit

This course examines skills related to good study habits, informal logic, and written communication skills. The course focuses on the ability to understand, analyze, and evaluate ideas, arguments, and opinions. Emphasis is also placed on “skills development” in areas such as test-taking preparation, reading for speed and comprehension, note-taking, outlining, composition, and library research techniques.

**101 Expository Writing**

Required of all students.

This is the first required course in the writing sequence. Through in-class examination of sentence, paragraph, and essay structure, students will sharpen their writing skills. Students will be introduced to all types of college writing, including the formal research paper.

**103 Writing and Rhetoric**

Required of all students.

Prerequisite: Expository Writing or transfer equivalent.

This course is a sequel to Expository Writing. Through reading, writing, discussion, and research, students will build upon skills learned in the first course. Effective writing is founded upon analyzing, structuring, and developing ideas, and these techniques can be transferred from the classroom to any writing task. Particular emphasis will be placed on the techniques of argumentation and persuasion.

**Humanistic Studies (AHS)****106 Conceptions of God: East and West**

This course treats the development of both Western and Eastern religions, to include the rise of Judaism, Christianity, Islam, Hinduism, Buddhism, and Chinese and Japanese religions. Students will examine the common roots of religion in folklore and nature worship, as well as significant differences in perceptions of God and the Devil. Cult and occult worship are included. Students will gain a greater appreciation not only of their own religious roots but also of ones foreign to them.

**110 Great Thinkers in Philosophy**

This course examines the ideas of major philosophers from antiquity to the present. Several significant thinkers will be covered each semester, among them Plato, Aristotle, St. Thomas Aquinas, Spinoza, Jung, Hegel, Sartre, and Camus.

**201 Introduction to Literature**

This course examines the recognized masterpieces of Western literature. Assigned readings in fiction, poetry, and drama will include the writings of Hawthorne, Faulkner, Hemingway, Shakespeare, Wordsworth, Sophocles, Chekhov, and Ionesco. Characteristics of principal genres and literary terms will be discussed.

**203 Introduction to American Literature**

The fiction, drama, and poetry of major authors, to include Bradstreet, Franklin, Hawthorne, James, Frost, Hemingway, Heller, Updike, and Arthur Miller, will be examined to offer students a comprehensive overview of significant trends and developments in American literature from the Puritan settlement to the present.

**204 Introduction to European Literature**

An introduction to the major European authors from the post-Gutenberg era to the present. The works of major authors, including Cervantes, Dante, Swift, Dickens, Dostoyevsky, Zola, Kafka, and Mann, will be examined to offer students a comprehensive overview of significant trends and developments in European literature.

**226 Introduction to Drama**

This course covers the three great periods of Western theater: the Greek, the Elizabethan, and the modern. Students will read Aeschylus, Sophocles, Shakespeare, and modern dramatists. The plays will be studied from various historical, psychological, and philosophical perspectives.

**232 American Literature and Culture:  
17th, 18th, 19th Centuries**

A focused analysis of the four great trends—Religion, Reason, Romanticism, and Realism—that shaped the first 300 years of American life, literature, and culture. Authors to be studied will include Puritan writers such as Bradstreet, Sewall, and Mather; colonials such as Franklin, Paine, and Jefferson; Romanticists and Transcendentalists such as Hawthorne, Melville, Emerson, Thoreau, and Whitman; and late-19th-century realists such as Twain, Howells, and Crane.

**Natural Science (ANA)****105 Mathematical Problem Solving Across the Curriculum**

This course uses a problem-solving approach to study topics across the curriculum. Some mathematical problems considered are linear graphing, probability, statistics, and fractals. Topics related to other course offerings include apportionment, fair division, symmetry of motion, and symmetry of scale. The emphasis in this course is on modeling problems visually and analytically.

**108 The Rise of Science**

A broad-based introduction to the history and content of science, showing how our understanding of nature and humanity has been enriched by the major scientific discoveries of the past.

**Social Sciences (ASC)****108 Society and the Individual**

An introduction to sociology, focusing on the effects of modern institutions on social character and individual freedom. Some thinkers to be studied are Marx, Durkheim, Weber, Mills, Goffman, and G.H. Mead.

**112 Foundations of Economics**

This course encourages economic literacy and understanding, and introduces students to the ideas of leading economists, the ongoing debate over the ramifications of capitalism, and current theories of economics.

**113 Major Themes in American Civilization**

An overview of American history from the first European settlers to the present. Among the issues and events to be examined are colonial expansion, the American Revolution, slavery and race relations, urban industrialization and development, Manifest Destiny and the frontier, the rise of the modern industrial state, foreign relations, and war.

**114 Major Themes in European Civilization**

An overview of European history from the pre-Christian era to the present. Among the issues and events to be examined are the rise of the Roman Empire, the emergence of Christianity, the evolution of the church, feudalism, the Crusades and the Middle Ages, the Renaissance, the wars of nationalism, the rise of imperialism, and the impact of the world wars on modern Europe.

**171 Introduction to Psychology**

An introduction to the study of behavior, including the investigation of sensation and perception, motivation and learning, physiological psychology, developmental and comparative psychology, and measurement. Some major theorists and practitioners to be studied are William James, Watson, Skinner, and Freud.

**200 Introduction to Women's Studies**

An introduction to problems, issues and concerns of women from an interdisciplinary perspective. Among specific issues to be covered are the relation of women to the family, work, sexuality and sexism, the problems of minority women, feminism, women and the church, and the impact of women on the political structure.

**202 Cultural Anthropology**

A broad-based introduction to anthropology. The roles of cultural and physical anthropology, along with archaeology, are discussed in relation to cultural behavior. Examples from hunter-gatherer, tribal, and peasant societies are examined using case studies from non-Western communities.

**241 The American Political System**

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.

## **Management and Communications (AMC)**

### **101 Management Concepts**

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.

### **211 Principles of Accounting I**

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.

### **213 Principles of Finance**

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.

### **232 Marketing Concepts**

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.

### **261 Introduction to Computers with BASIC**

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.

### **344 Business Law I**

This course examines the legal environment of business and analysis of the laws essential in daily life, including contracts, sales, insurance, and personal property.

### **360 Math for Managers**

This course considers the theory and application of problem solving techniques for managers. Topics to be studied include linear programming problems, assignment problems, network shortest path, scheduling (critical path), queuing theory, simulation, decision theory, and theory of games.

### **404 Baccalaureate Capstone I: The Modern Condition**

*Prerequisites: senior status (90 credits) and permission of academic advisor.*

The Baccalaureate Capstone is an interdisciplinary seminar that examines how the ideas of the modern age have challenged and altered traditional ways of thinking. As an analysis of the seminal ideas of modernity as defined by the thinkers who originated them, the Baccalaureate Capstone will empower students to think about the world in new and exciting ways.

### **405 Baccalaureate Capstone II: The Modern Condition Research Seminar**

*Prerequisite: Baccalaureate Capstone I: The Modern Condition.*

This course is designed to help students develop ideas and pursue avenues of interest inspired by the readings in the Baccalaureate Capstone I. Students will do this through one of the standard forms of academic discourse: independent research and the completion of a project based upon the insights from that research. Capstone II is designed to allow students to use knowledge and methodologies gained through their undergraduate course work in evaluating a major ethical or moral problem in American life.

## **Certificate Program in Health Care Management (HCM)**

*(Students may take these courses either for credit or noncredit.\* However, the entire sequence must be completed in order to earn the Certificate.) (\*Students who take any of these courses on a noncredit basis and wish to convert them to credit courses at a later date must consult their ABL academic advisor)*

### **HCM I Fundamentals of Health Care Management**

This course provides a comprehensive overview of management theory and practices for those with increasing managerial responsibility. Some areas to be covered are team building, professional staff management, CQI/TQM (to include customer service excellence and Definition of Quality and Quality Assurance), organizational structure, program planning, cost control, financial management, budget, and the roles of hospital and community boards, the medical staff, and government agencies in the policy making process.

### **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.



III

HONORS  
COLLEGE

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## The Honors College

*100 Earle Hall*

Richard Garner, *Dean*

Diane Della Croce, *Associate Dean*

Nicholas Rizopoulos, *Academic Director for  
Special Programs and Research*

### Philosophy of the College

The Honors College seeks to prepare highly talented and motivated students to face the twenty-first century by providing them with the intellectual perspectives and critical skills needed to exercise responsible leadership at every level of their lives. To achieve this goal, we have instituted an intense curricular and extracurricular program that asks students to view themselves and their work with integrity, passion, and seriousness. Students should graduate from the Honors College prepared to stand at the forefront of the arts, sciences, government, and the learned professions, determined to act with moral and intellectual rigor and able to grasp the significance of their actions within, and for, a larger whole.

An intentionally provocative curricular and co-curricular design leads students to understand the central problems of the human condition as they confront us now and as they have been experienced in the past. The path to this understanding is through intensive analysis of influential texts and monuments of human greatness, ancient and modern. Initiated by reading, reflection, and discriminating discussion into the long honored search for truth and beauty, in active engagement with the fundamental issues of justice and liberty that have animated the course of civilization, the students in the College discover not just the limitations but also the pos-

sibilities of thinking clearly and turning thought into action in our increasingly complicated world. Schooled in the value of the highest ideals but chastened by an awareness of recalcitrant actualities, they are led to discover in themselves the intellectual power and flexibility, the deepened moral confidence and responsibility and the capacity—indeed, in some cases, the passion—for leadership that they will need to meet the formidable challenges and mysteries of the twenty-first century. The mission of the Honors College is to impart to the student body a breadth of vision and an intensity of aspiration that the students could barely glimpse before entering college.

Such lofty goals are not achieved easily. They require a detailed and concrete plan articulated over four years. This plan is outlined below.

### The Honors Curriculum

Honors courses are designed to prepare students to speak and write effectively, to reason accurately, to recognize and express differences in quality between the grand and the mundane, the genuine and the specious, as they must if they are to achieve their potential and become leaders in society.

Although Honors students complete all the requirements for their major field of study within that department or school, the Honors courses form a continuous supplemental thread running through the four years of study. Honors students typically have about half of their courses in the Honors College in the freshman year. In subsequent years most students take one Honors course each semester. Some students, however, elect to take additional courses, and they are welcome to take as many as they wish.

### Honors Curricular Sequence and General Education Requirements

The Honors College program begins in the freshman year with a purposefully designed Honors sequence that satisfies Adelphi's General Education requirements. The Honors cur-

riculum 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 Junior Seminars**

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 Senior Seminar**

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 demanding seminar, along with the junior seminars in the *Conditions of Social and Political Life*, is the capstone course of the Honors Curriculum. The seminar topics are chosen from a greater variety of fields than those in the junior seminar. Although the seminars are often focused on a topic studied in a single discipline, the atmosphere and point of view of the seminar is interdisciplinary, as experienced, fourth-year students from a wide variety of major fields bring their individual interests and knowledge to bear on the discussion.

### **Independent Study**

Honors College students may choose in one or more semesters to participate in an Honors College tutorial with the Academic Director, Nicholas Rizopoulos. Modeled on systems such as those at Oxford and Cambridge Universities or Yale University's famed Scholar of the House program, the tutorial provides highly motivated students a chance to explore selected topics in great depth and to develop their skills in writing and argumentation through the rigorous supervision of the Director.

### **The Senior Thesis**

Often the thesis grows out of a project the student has undertaken in the sophomore or junior year in research or independent work on or off campus. Sometimes, students begin some-

thing 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 Extracurricular Cultural 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 ways, especially through discussions before or after a cultural event in the home of an Honors professor. Moreover, the cultural activities themselves are arranged to allow the students the closest and most intense experience. (For example, students have attended special exhibitions at the Metropolitan Museum of Art for private showings when the Museum is closed. They have been invited to the Board Room of the New York Philharmonic for a conversation with the Conductor before attending a Philharmonic concert.)

### **The Earle Hall Facility**

The third major component of the Honors College program is the building itself in which the College is housed. Student residential rooms, classrooms, faculty and administrative offices, and student facilities (such as a round-the-clock computer room) are all located within one building. This comprehensive facility makes possible in a unique way the coherence and intensity required to achieve the rigorous aims of an honors education. Although the students are not presented with an education that is meant to exist in isolation from society and the greater world, they nevertheless need to learn that the intellectual world is also real. The concentration of students and faculty in the Honors 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)
- Conditions of Social and Political Life (Two semesters, 6 credits; satisfies the General Education requirement in social science)
- Laboratory Science (Two semesters, 8 credits; satisfies the General Education requirement in science)
- Reading competence in a foreign language at the equivalent of two years of college level study (0–12 credits)

One semester in the history of art or music  
(satisfies the General Education requirement in the arts)

Honors Senior Seminar (3 credits)

The Senior Thesis (0–3 credits)

In addition to completing the above courses, in order to graduate from the Honors College students must receive a grade of B– or better on the Senior Thesis and achieve a cumulative grade-point average of 3.3.

### **Admission to the Honors College**

Prospective students with superior high school records and combined SAT scores of at least 1200 (600 verbal) who seek admission to the Honors College must complete the Honors portion of the undergraduate admission form, supply the requested evidence of their best academic or creative writing, and visit the Adelphi campus for an interview with a member of the Honors College Administration or Faculty. (If distance or expense prohibits a visit to campus, an interview will be conducted by telephone.) Applicants will be evaluated on the basis of a wide range of criteria, qualitative as well as quantitative. Acceptance is based on intellectual potential as well as on past achievement.

### **Transfer Students**

Transfer students with 56 credits or more to complete at Adelphi and with a grade-point average of 3.5 or better are invited to petition the Dean of the Honors College for Admission. Students should be prepared to provide letters of recommendation from the college professors and examples of recent work.

### **Current Adelphi Students**

All undergraduates at the University may request consideration for admission to the Honors College once enrolled, by petitioning the Dean. Such petitions will be evaluated in accordance with the standards for freshman admission, but greater weight will be given to the student's record of achievement at Adelphi.

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## COURSES OF INSTRUCTION

### HONORS COLLEGE

#### **ART 196, 197: Art and the World: Honors** 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, and have defined meaning and value in existence. Links will be made between the events and character of the periods discussed and our time, establishing a historical foundation for understanding the rise of modernism and the modern world.

#### **ENG 107, The Art and Craft of Writing: Honors** 3 credits

The Art and Craft of Writing is a one-semester required writing course offered in conjunction with the courses in the Modern Condition and Western Civilization or Art and the World, using the materials of these courses as the basis for extensive writing. Thus the students find an additional forum in which to reflect upon the ideas they are struggling with in the Modern Condition and historical courses.

#### **HIS 101, 102: Western Civilization: Honors** 3 credits

The Western Civilization is a sequence of courses designed to be taken with the Modern Condition. Beginning with the origins of Near Eastern civilization and proceeding chronologically, the readings for this course draw on classics of the Western tradition to provide background, parallels, and contrasts to the readings in the Modern Condition. Among the authors studied are Plato, Thucydides, Tacitus, Augustine, Dante, Machiavelli, Donne, Descartes, Rousseau, Galileo, Shakespeare, Keats, Madison, Mill, Tocqueville, Douglas, and Levi-Strauss.

#### **HON 101, 102: The Modern Condition I, II** 4 credits

The Modern Condition I and II is a sequence of courses, normally taken in the freshman year, that examines the major social, cultural, and scientific transformations identified with modernity, with primary focus on the twentieth century. The body of works studied include readings from significant intellectual, literary, and political figures of the era, as well as important works of art, film, and music. The objectives are to introduce students to the challenges of our time, and to cultivate the capacity for critical analysis using a variety of perspectives.

#### **HON 210 The Human Condition I** 3 credits

The Honors humanities sequence is an intensive study of the literary and philosophical texts that have most powerfully influenced the intellectual and moral life of Western civilization. In addition there is some attention to great, representative monuments of art and music. The first semester studies great writers and texts of the ancient world: Homer, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, Virgil, St. Augustine, and selections from the Bible.

#### **HON 211 The Human Condition II** 3 credits

The second semester of the Honors humanities sequence examines the works of Chaucer, Shakespeare, Moliere, Swift, Mozart, Stendhal, Dostoyevsky, and Yeats and their contributions to the myths, values, and ideas that inform Western culture. Honors 210 is not a prerequisite.

#### **HON 320 Conditions of Social and Political Life** 3 credits

The Junior Seminar, Conditions of Social and Political Life, is the unique Honors equivalent of the general education social science requirement. This seminar attempts, at once, to unveil for students the perspective of the deepest political and moral responsibility and to deepen their grasp of human achievement by focusing on a great text and figure, inspiring the students to develop their own visions for society and social change.

##### *Fall 2000:*

Section I: In Search of Identity in the Modern World  
Section II: Order in the Court: Explorations of the Law  
Section III: Politics and Literature

##### *Spring 2001:*

Section I: Managing Crime and Criminals: Death, Punishment, and Rehabilitation  
Section II: Power and Intimacy in Male-Female Relationships  
Section III: Political Economy of East Asia and Africa

**HON 486 Honors Senior 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 atmosphere and points of view are inevitably interdisciplinary as the senior Honors students bring their individual interests and knowledge to bear on discussion. The senior Honors Seminars look to the future as students examine the material with a view to the plans they are making for their lives after graduation.

*Fall 2000:*

Section I: Ethics and the Life Sciences  
 Section II: The Garden and the Wilderness  
 Section III: From Page to Stage—The Plays of Tennessee  
 Williams

*Spring 2001:*

Section I: Archaeology of the Peloponnesian War  
 Section II: Masculinity and Femininity in  
 Literature and Art  
 Section III: Advanced Writing: Narrative

**HON 490 Honors Thesis** *0–3 credits*

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. 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 it is defended. The defense is meant to be both an exploration of the student's achievement and a further intellectual challenge.



IV

SCHOOL OF  
BUSINESS

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## School of Business

*Business Building 121*

Rakesh Gupta, *Associate Dean*  
Patricia Marcellino, *Assistant Dean*

Jeannine Rogers, *Director of Undergraduate Programs*

### *Professors*

Allan S. Ashley  
Gregory P. Gutman  
Samuel Natale  
Alvin J. Rosenstein

### *Associate Professors*

Jack Angel  
Joseph Chorun  
Grace Conway  
Robert L. Felheim  
David Gleicher  
Jeffrey Goldstein  
Zhimin Huang  
Susan Li  
David Machlis  
James C. Patchias  
Darko Skorin-Kapov  
Daniel A. Verreault  
Winston Waters

### *Assistant Professors*

Rakesh Gupta  
Harvey J. Heinowitz  
MaryAnne Hyland  
Alan Kreitzman  
Rachel Mather  
Jayen Patel  
R. Bruce Swensen  
Mariano Torras  
Simon Yang

## Professional Philosophy

Few areas of American life are as dynamic and challenging as the world of business and entrepreneurship. The rapid pace of technological change and the growth of international markets and competition are creating rich opportunities for increased productivity and abundance for an ever larger number of people. To seize these opportunities, specific endeavors must be identified, developed, managed, and pursued. The flux and uncertainty of our new global economy, how-

ever, mean that past practice is no longer a sure guide to future possibilities. The School of Business at Adelphi has fully embraced this challenge of modern economic life by recognizing that growth and abundance depend on the knowledge, understanding, and originality of tomorrow's business leaders as well as on their energy, ambition, and sense of responsibility. To create the new entrepreneur who can flourish amidst unprecedented change the School has redefined its educational philosophy, reorganized its curriculum, and reinvigorated its pedagogy. The principles underlying this reform include the belief that the best business leaders are those who enjoy intellectual struggle, have a deep appreciation of today's underlying tensions and possibilities, and see the link between the skills they learn and the character they display. For these reasons, each of Adelphi's undergraduate business majors completes our General Education program—the University's signature courses in general liberal education—and discovers the continuity between the fundamental questions engaged in the program and the practice of business through an undergraduate management curriculum that unites theory and practice, principle and method, pragmatism and aspiration.

## Educational Strategy

The Bachelor's degree programs, which integrate cutting-edge management theory and practice with state-of-the-art instruction, are structured around the concept of managing an organization's assets—people, money, information, and technology—because no matter where one "sits" in an organization, one has only these four assets with which to work.

Through cross-functional courses, the functional areas of business—accounting and finance, management and marketing, policy and strategy—are explored in a manner that reflects the multifaceted dimensions of management. These courses integrate the functional areas of business into critical areas of study (organizational behavior, human resource management,

marketing, economics, accounting, finance, decision sciences, and information technology) to create a learning experience that builds the skills and competencies necessary to become an executive in the 21st century.

Every organization demands leaders who have strong technical competencies in one or more of the functional areas of business, as well as significant interdisciplinary, cross-functional expertise so that the individual manager understands how his/her function and expertise has an impact on the entire organization. They provide a solid foundation in the fundamentals of business and serve as the “building-blocks” for the more advanced courses.

The programs also contain a unique series of integrative-experience courses at increasing levels of complexity and importance from the freshman to senior years. These courses utilize an “action learning” methodology that provide students, as individuals or in teams, with an opportunity to apply their managerial leadership and technical skills to actual projects in real organizations. The projects or decision-making situations encountered in these courses represent the challenges a manager may confront from the entry level to senior levels of responsibility. This “action learning” approach to business education bridges the gap between theory and practice and creates a “seamless” learning environment enhanced by bringing the expertise of corporate executives into the classroom as guest speakers, lecturers, internship or project mentors. Likewise, faculty and students are brought into the organizational environment when they work on projects together that provide a “value added” result for corporations, governmental agencies, and non-profit corporations located on Long Island, in New York City, and the Tri-State region.

Each of these learning opportunities, coupled with field trips and faculty mentored research, not only enhance a student’s overall educational experience, but also creates a “learn-how-to-learn” capability for each individual which will accelerate their career advancement. An indi-

vidual who has a “learn-how-to-learn” capability will identify and pursue the additional knowledge, expertise, or education necessary to master each career opportunity. They build a “skill and competency” portfolio, i.e., credentials to create upward mobility in the organizations of the 21st century.

This innovative approach to business education emphasizes the themes of: “globalization,” “managing change,” “team building,” “self-directed work/team performance,” “oral and written communications,” “ethics and integrity,” “career planning and self development,” which resonate across every course and every course module, and build upon the strong liberal arts tradition of Adelphi University. The increased emphasis on the liberal arts, focused on the study of history, political science, and international culture, ensures that students have a firm grasp of the underlying historical principles behind modern commerce and global political economies.

During their junior and senior years, management majors can also opt to specialize in one of the functional areas of management (e.g., marketing, finance, human resource management, management information systems) or can elect to pursue a more generalized course of study by taking advanced elective courses in several functional areas. Accounting majors follow a prescribed sequence of advanced courses to ensure that they will possess all the requisite course work needed for the New York State C.P.A. examination.

The faculty of the School of Business are well equipped to prepare students for professional careers. Acclaimed for both their teaching and research, many faculty members have held top-level positions in business and continue to serve as consultants to major corporations and nonprofit agencies. Executive-in-Residence programs, guest presentations by corporate executives, field trips, and internship opportunities further enrich the learning environment.

Through its programs, the Adelphi School of Business prepares undergraduates for either

graduate study or direct entry into the job market. More important, the School nourishes a deep-rooted and practical intelligence that will serve students not only in business but throughout their life.

## Programs of Study

The School of Business offers the following degrees:

- Bachelor of Business Administration (B.B.A.) in accounting;
- Bachelor of Business Administration (B.B.A.) in management with additional specializations available in marketing, finance, human resource management, and management information systems;
- Bachelor of Science (B.S.) in finance;
- Bachelor of Arts (B.A.) in economics.

### The B.B.A. Program in Accounting

Though the recording of business and financial transactions is as old as civilization, the modern profession of accounting is one of constant change—in theories, regulations, and practices. The Department of Accounting and Law provides accounting majors with the intellectual means to succeed in the profession as it exists and however it may change. Students acquire both the technical accounting knowledge and the analytical and managerial capacities needed to apply that knowledge to complex financial reporting. They are equipped to enter and perform with distinction in the public and private sectors.

The profession is divided into two broad areas: financial and managerial accounting. Financial accounting is the preparation and use of accounting information for external reporting. Managerial accounting is the preparation and use of accounting information to measure managerial performance and develop plans and controls within an organization.

### Degree Requirements

The accounting major earns the B.B.A. by successfully completing 125 credits of course work, consisting of 60 credits of General Education requirements and liberal arts and 65 credits of business and accounting. The accounting curriculum is registered with and approved by the New York State Education Department. Successful completion of the B.B.A. in accounting qualifies the student to take all four parts of the New York State C.P.A. examination.

A total of 15 accounting credits only may be transferred from a two-year college. These 15 credits must be from basic, intermediate, and cost accounting courses. No credit for other accounting courses can be accepted toward fulfilling degree requirements.

### Freshman Year

#### *First Semester (16 credits)*

##### General Education Requirements

ECA 111	The Price System
BUS 162	Introduction to Business
ACC 101	Principles of Accounting I

#### *Second Semester (16 credits)*

##### General Education Requirements

ECA 112	The National Economy
MTH 110	Pre-Calculus
ACC 102	Principles of Accounting II
	Liberal Arts Elective

### Sophomore Year

#### *First Semester (16 credits)*

##### General Education Requirements

ACC 201	Intermediate Accounting I
BUS 260	Business Law I
MGT 262	Principles of Management
OPR 271	Information Technology and Applications

*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

**Junior Year***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 Production/Operations
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OR

MKT 280	Marketing
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OR

BUS 461	Entrepreneurship
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**Senior Year***First Semester (15 credits)*

## Liberal Arts Electives

ACC 401	Federal Taxation I
ACC 403	Advanced Accounting
BUS 341	International Business

*Second Semester (15 credits)*

## Liberal Arts Electives

ACC 402	Federal Taxation II
ACC 405	Auditing/Accounting Information Systems
OR	
ACC 406	Fund and Government Accounting
BUS 468	Business Policy and Strategy

*NOTE: Students planning a career in accounting should be aware that the requirements to sit for the C.P.A. examination in New York State, as well as many other states have changed. This change requires candidates who wish to sit for the C.P.A. examination to complete a 150-credit hour program. Students who complete both their B.B.A. in accounting and their M.S. degree in accounting at Adelphi will satisfy this requirement. Students should consult with the Business Undergraduate Programs Office, Business 121, for the latest information.*

**The B.B.A. Program in Management**

Managerial practice is as diverse as the business world itself. Some managers choose to specialize in one of the functional areas of business, such as marketing, finance, human resources, and manufacturing. Some managers are staff specialists who prepare information for colleagues to act upon; others are line managers who implement decisions and supervise the actions that result from those decisions. Senior managers, however, most often work from a more generalized point of view. Management majors in the School of Business have the opportunity to consider all of these managerial modes before embarking on their careers.

**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.

**Freshman 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

MTH 110	Pre-Calculus
ECA 112	The National Economy
ACC 102	Principles of Accounting II

**Sophomore Year***First Semester (16 credits)*

General Education Requirements

MGT 262	Principles of Management
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

**Junior 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

**Senior 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

\* *Free electives may be taken in any division of the University.*

**Specializations**

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.*

**Marketing Specialization**

Students may choose from among such courses as Retail Management; Sales Management; Advertising Management; Marketing Research; Marketing Strategy; Creative Problem Solving; and Sales Promotion and Direct Marketing.

**Finance Specialization**

Students may choose from among such courses as Financial Statement Analysis; Financial Markets; Managerial Economics; Economics of Financial Management; Investment Analysis; International Finance; and Money and Banking.

**Human Resource Management Specialization**

Students may choose from among such courses as Human Resources: Policies and Legal Requirements; Compensation Management; Executive Assessment and Testing; Staffing; Recruitment, Selecting, and Training; and Labor Relations.

**Management Information Systems Specialization**

Students will choose courses in System Analysis and Design, Data Communication, and Database Management Systems.

*Specializations subject to change. Consult with Business Undergraduate Programs Office, Business 121, for more information, exact courses, course numbers, and descriptions.*

**The B.S. Program in Finance**

This degree is designed to prepare students who seek specialized roles in the financial services industry. Reflecting the new global economic and financial environment, the curriculum provides an understanding of perspectives that form the context for business and finance through coverage of ethical and global issues, the influence of political, social, legal, regulatory, and technological issues. The specialization component of the degree which allows the stu-

dent to pursue a major either in microfinance or macrofinance is broadly based, diversified, and globalized.

**Degree Requirements**

The finance major earns the B.S. by successfully completing 121 credits of course work divided into three areas—67 credits of General Education requirements and liberal arts, 36 credits in required business core courses, and 18 credits in advanced specialization courses in finance.

**Freshman Year**

*First Semester (13 credits)*

General Education Requirements

ACC 101 Principles of Accounting I

ECA 111 The Price System

*Second Semester (16 credits)*

General Education Requirements

Liberal Arts Elective

MTH 110 Pre-Calculus

ACC 102 Principles of Accounting II

ECA 112 The National Economy

**Sophomore Year**

*First Semester (16 credits)*

General Education Requirements

ACC 201 Intermediate Accounting I

MGT 262 Principles of Management

BUS 267 Creative Business

Communications

OPR 271 Information Technology and

Applications

*Second Semester (16 credits)*

General Education Requirements

ACC 202 Intermediate Accounting II

MKT 280 Marketing

BUS 252 Legal and Ethical

Environment of Business

OPR 272 Analytical and Statistical

Modeling

**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

(Students may choose: PFA 108, PFA 109, SPE 104, 110, 111 or 112)

FIN 311	Financial Markets
OPR 373	Management of Production/Operations Drama, Beginning Acting, or Speech

**Senior Year***First Semester (15 credits)*

## Liberal Arts Elective

FIN 434	Economics of Financial Management
FIN 438	Investment Analysis
FIN 443	International Finance
<i>OR</i>	
ECA 420	Managerial Economics
<i>OR</i>	
ACC 306	Financial Statement Analysis
POL 380	International Law and Organization
<i>OR</i>	
POL 385	International Political Economy

*Second Semester (15 credits)*

## Liberal Arts Elective

FIN 412	Seminar in Finance
BUS 468	Business Policy and Strategy
FIN 434	Economics of Financial Management
<i>OR</i>	
ECA 420	Managerial Economics
<i>OR</i>	
ACC 306	Financial Statement Analysis

**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 introductory theory courses as prerequisites except for ECA 213, Consumer Economics. Department faculty do research in the areas of economic development, environmental economics, history of economic thought, human capital theory, labor economics, international economics, and systems of political economy. Faculty also contribute courses to the Honors College, the Environmental Studies program, and the Social Studies major for education students in the STEP program.

The economics program combines theoretical analysis with the empirical study of institutions and the consideration of current economic policy issues on individual, national, and global scales. Economics courses draw from other disciplines such as finance, history, mathematics, political science, and philosophy. Many economics majors go on to graduate work in economics, business, law, and education. Others directly enter into employment in financial services, local government, consulting, and related professions.

**Degree Requirements**

The Economics major earns the B.A. by successfully completing 120 credits of course work divided into three areas: 84 credits of General Education requirements and free electives; 12 credits of required economic courses; and 24 credits of economic electives.

**Required courses (36 credits)**

ECA 111	The Price System
ECA 112	The National Economy
ECA 275	Microeconomic Analysis
ECA 276	Macroeconomic Analysis

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

#### **Cross-Disciplinary Electives \***

MTH 112	Survey of Calculus
MTH 113	Survey of Statistics
MTH 114	Statistics for Natural Sciences
POL 385	International Political Economy

*\*maximum of 6 credits may be chosen*

#### **General Education Requirements and Free Electives** (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 Economics 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:

#### **Introduction to Business Law**

BUS 162	Introduction to Business
MGT 262	Principles of Management
BUS 250	Business Law I
BUS 251	Business Law II

#### **Introduction to Human Resource Management**

BUS 162	Introduction to Business
MGT 262	Principles of Management
MGT 366	Organizational Behavior
HRM 367	Management of Human Resources

#### **Introduction to Accounting**

BUS 162	Introduction to Business
ACC 101	Principles of Accounting I
ACC 102	Principles of Accounting II
ACC 306	Financial Statement Analysis

#### **Introduction to Finance**

BUS 162	Introduction to Business
ACC 101	Principles of Accounting I
FIN 330	Managerial Finance
FIN 311	Financial Markets

#### **Introduction to Marketing**

BUS 162	Introduction to Business
MGT 262	Principles of Management
MKT 280	Marketing
MKT 480	Advertising Management

**Introduction to Information Technology***(13 credits)*

BUS 162	Introduction to Business
MGT 262	Principles of Management
OPR 271	Information, Technology, and Applications
OPR 471	System Analysis and Design

**Program of Study**

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.

**Advisement**

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.

**Transfer Students**

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 from an accredited institution should examine the business and liberal arts requirements of the degree programs offered to undergraduates. Some of the credits accepted by the Office of Admissions for transfer may not satisfy the degree requirements in the School of Business. Consult the Business Undergraduate Programs Office, Business 121, for further information. The School of Business will not accept any grade lower than a C- for transfer credit, even if the credit is needed to guarantee junior status for students entering from a community college. The University has a mandated 35-credit General Education requirement for all undergraduate students. However, transfer students entering with at least 30 credits and less than 60 credits are exempt from Freshman Seminar and Freshman Orientation. They will need to meet the English Composition, the second competency, and the distribution requirements, either with the appropriate transfer credits or courses taken at Adelphi. Transfer students entering with 60 or more credits are exempt from the Freshman Seminar, Freshman Orientation, and the second competency requirement. They must meet the English composition requirement and distribution requirements as follows: 6 credits in the natural sciences and mathematics, 6 credits in the 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.

### **Independent Study**

Students who have demonstrated the ability to undertake independent study may, under the sponsorship of a member of the faculty with whom they consult, engage in intensive research on a topic of merit and originality. Students will generally be limited to a maximum of 3 credits per course in independent study. In cases of demonstrated exceptional ability a maximum of 6 credits will be permitted a student in a single independent study course in a single semester.

The maximum number of independent study credits that may be taken by an undergraduate student is 12, of which no more than 6 credits may be in business courses. No required course may be taken as independent study.

### **Internship Program**

Business and economics majors who have earned at least 60 credits may apply for an internship. An internship, which may be paid or non-paid, involves a 12 to 15 week part-time placement in a corporation. Internships are available through the the Center for Career Development located in Post Hall.

### **Senior Check**

All students must request a senior check three semesters before their expected date of graduation to ensure that all degree require-

ments will be satisfied. The form for this procedure is available in the Business Undergraduate Programs Office, Business 121.

### **Honors in Business**

#### *School Honors*

The School of Business accords school honors to graduating seniors who have completed 33 credits in business courses taken at Adelphi University with a grade-point average of 3.5 or above in those courses.

#### *National Honor Society—Delta Mu Delta*

The National Honor Society in Business, Delta Mu Delta is a member of the Association of College Honor Societies. It was established in 1913 to recognize and reward superior scholastic achievement by students of business.

Candidates for Delta Mu Delta are eligible to compete for national awards totaling \$10,000 in scholarships for business students. All eligible School of Business majors are encouraged to apply.

#### *Accounting Honor Society—Eta Chi Alpha*

Eta Chi Alpha is the accounting honor society at Adelphi University. Its purpose is twofold. First, the Society stresses the importance of scholastic achievement in accounting as well as in liberal arts courses. Second, it rewards those students majoring in accounting who have attained excellence in their chosen subject.

A student must be a junior or senior who has completed 36 credits at Adelphi, 18 of which are in accounting, with a minimum of a 3.5 grade-point average in those courses. In addition, the student must maintain a minimum overall grade-point average of 3.5.

### **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 Regulations**

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.

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## 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, income potential, working capital, and debt-paying abilities.

#### **ACC 401, 402 Federal Income Taxation I, II** 6 credits

*Prerequisites:* ACC 101, 102, 201, and 202.

A conceptual approach to federal taxation. Basic principles of the law are stressed, along with the reasons for the adoption of the principles. The interplay of accounting and law is explained. During the first semester, the areas of federal income taxation are covered; during the second semester, the emphasis is on partnerships and corporations. Principles applicable to all entities are covered throughout the course.

#### **ACC 403 Advanced Accounting** 3 credits

*Prerequisites:* ACC 101, 102, 201, 202, and 301.

*Prerequisites or corequisites:* ACC 303, 401, and 402.

Designed for the student who possesses a solid background and understanding of accounting concepts and relationships. Problem-solving, problem approach, and analysis are examined in depth. Areas covered include mergers and acquisitions, consolidations, joint ventures, and partnerships.

**ACC 405 Auditing and Accounting Information Systems** 3 credits*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 Government and Fund Accounting** 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 Managing Your Future** 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 Introduction to Business** 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 Insurance** 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 Business Law 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 Business Law 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 wills, states of decedents, and bankruptcy.

**BUS 252 Legal and Ethical Environment of Business** 3 credits*Prerequisite:* BUS 162.

This course examines the nature and impact of law and ethics on the domestic and international operations of a business enterprise. The law is studied as an instrument of social change. Specific attention is paid to regulatory agencies, unions and labor relations, antitrust, consumer affairs, environmental impact, and contracts. The course also addresses the relationship of ethics to profit, social responsibility, government relations, and the role of business in society.

**BUS 267 Creative Business Communications** 3 credits

Research and report presentation, both written and oral. Emphasis on clarity and conciseness in writing applied to business letters, memos, and short and long reports; persuasive speaking to one or many; communication skills for the work place.

**BUS 341 International Business** 3 credits*Prerequisites:* BUS 162, MGT 262, ECA 111 and 112.*Open to juniors and seniors only.*

An examination of the foundations and environments of international business. Fundamental objectives and forms such as market expansion, resource acquisition, diversification, joint ventures, foreign direct investment, exports, and licensing are introduced. A comparative approach is used to examine the major environments affecting the growth of international business: legal, cultural, economic, political, financial, and technological. Finally, the action of the multinational enterprise upon its environment, specifically its attempts to develop firm-specific assets that are exploited in more or less "market-friendly" foreign locations, is explored.

**BUS 461 Entrepreneurship** 3 credits*Prerequisites:* BUS 162, MGT 262. *To be taken in the last year of student's program.*

The pros and cons of an entrepreneurial career are explored. Students learn the importance of making personal trade-offs to cope with uncertainty, failure, and success. The evolution of organizational structure in the entrepreneurial firm and the stages of venture development are emphasized. Fostering the entrepreneurial and creative spirit of the large and small organization is a focal point. Entrepreneurs present their success stories throughout the course.

**BUS 468 Business Policy and Strategy** 3 credits

*Prerequisites: Completion of all other required business courses, except BUS 461. To be taken in the last year of student's program.*

This senior-level course integrates and synthesizes the knowledge from ALL prior course work for a top management perspective on a variety of business enterprises. Problem identification, strategy formulation, and decision implementation issues are stressed. Business simulation, case studies, role playing, and executive speakers are some avenues taken to convey course content.

**ECA 101 Introduction to Economics** 3 credits

*No prerequisites.*

*Does not count toward the Economics major.*

Provides students with the rudiments of economic literacy and understanding. It is partly descriptive of the present-day economy, partly theoretical, and partly speculative. The role of economics in everyday life, the operation of markets, and the determination of national income provide the focal points for lectures and discussion.

**ECA 111 The Price System** 3 credits

An introduction to a number of the major concepts employed in the analysis of economic decision-making by individuals and organizations, combined with the study of contemporary economic institutions, problems, and policy alternatives. Scarcity and choice, the price mechanism and planning, and the structure of American business and labor are considered, along with such issues as income distribution and the role of government in economic affairs.

**ECA 112 The National Economy** 3 credits

An introduction to the theory of national income determination. The goals of full employment, price stability, and economic growth are examined, and the alternative uses of fiscal and monetary policy are considered. The primary object of the course is to lead to an understanding of how the national economy operates, and with what consequences.

**ECA 213 Consumer Economics** 3 credits

*No prerequisites.*

*Counts toward the Economics major.*

This course will apply models of rational economic decision-making to the complex role of the consumer in a period of profound social and technological change. Specifically, consumer decision-making in relation to advertising, career choice, taxes, personal finance, and the environment will be discussed.

**ECA 214 History of Economic Thought** 3 credits

An exploration of the major schools of economics, in their historical context, since the 18th century. These include the mercantilists, the physiocrats, the English classical school, Marxism, the neoclassical school, and the Keynesians.

**ECA 215 Environmental Economics** 3 credits

*Prerequisite: ECA 111.*

An examination of economic issues related to the natural world. Questions of theory, institution, measurement, and policy are addressed. Topics include the market analysis of public goods, the tragedy of the commons, green G.D.P., economic sustainability, and cost-benefit analysis.

**ECA 225 International Trade** 3 credits

The study of international economic relations including trade theory, barriers to trade, economic integration, the relationship between trade and growth, balance of payments adjustments, and international monetary systems.

**ECA 226 Economic Development** 3 credits

Definition, study, and assessment of the factors and forces affecting economic development. Several theories of development are discussed and case studies are examined.

**ECA 231 Systems of Political Economy** 3 credits

A comparison of theoretical and actual economic systems with reference to topics such as efficiency, equity, incentives, decision-making procedures, and objectives.

**ECA 241 Industrial Organization** 3 credits

The study of market structure and the decision-making of the firm. Topics include monopolistic and oligopolistic structures, the transnational corporation, and the application of game theory to decision-making in non-competitive markets.

**ECA 251 Money and Banking** 3 credits

A systematic study of the nature of money and credit, the banking systems of the United States, central bank policies and controls.

**ECA 252 Public Finance** 3 credits

Consideration of the basic problems underlying collection of public revenues and public expenditures. The federal tax system is examined in detail. General aspects of fiscal administration and the relationships between federal, state, and local tax systems are discussed.

**ECA 262 Labor and Public Policy** 3 credits

This course is an analysis of major public policy issues relevant to the employment of labor. Major topics are: minimum wage laws, immigration, the dual labor market hypothesis, human capital theory, and contemporary theories of unemployment.

**ECA 275 Microeconomic Analysis** 3 credits

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

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 Econometrics** 3 credits

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 cost analysis. Topics analyzed also include real-world pricing models and applications within the context of increasing-intense global competition.

**FIN 311 Financial Markets** 3 credits

*Prerequisites: ECA 111, 112, and FIN 330*

Treats short-term money market and long-term capital market instruments with emphasis on their liquidity, risk, and rate of return characteristics. The distinction between the primary and secondary markets. The determination and behavior of interest rates, including the challenges posed by the structure and behavior of yield curves. Trading and hedging techniques are covered, including the use of the futures and options markets. The pervasive impact of the Federal Reserve and its influence on interest rates and the domestic and international economies.

**FIN 330 Managerial Finance** 3 credits

*Prerequisites: BUS 162, MGT 262, ECA 111, 112, MTH 110, and ACC 101.*

Provides an in-depth perspective on the principles of managerial finance. Students learn to use accounting information and other financial analysis techniques as tools in financial decision-making. Types of accounting information include the income statement, balance sheet, reconciliation of working capital, and cash flow. Analytical models are used.

**FIN 412 Seminar in Finance** 3 credits

*Prerequisites: FIN 330, ECA 251, and FIN 311.*

An examination of significant domestic and global issues in both micro finance and macro finance. Students are assigned research projects which are related to significant current issues. Every student is required to make an oral presentation of his/her topic to the class. The student is also required to submit an analytical research paper to the instructor at the end of the semester.

**FIN 434 Economics of Financial Management** 3 credits

*Prerequisites: ECA 111, 112, ACC 101, and FIN 330.*

An intermediate level course covering both traditional financial theory and recent developments in the field. Topics of study include the valuation of financial assets, modern portfolio theory, such as the efficient market hypothesis, the concept of diversification, and the capital asset pricing model. Also covered are the cost of capital, capital budgeting under conditions of certainty, the net present value versus the

internal rate of return approaches, adjusted for inflation, capital budgeting under conditions of uncertainty, capital structure and dividend policy. Students are assigned weekly case studies which are covered in class.

**FIN 438 Investment Analysis** 3 credits

*Prerequisites: ECA 111, 112, ACC 101, and FIN 330.*

A course in security analysis and valuation, focusing on equity securities and fixed income securities; principles of risk measurement, portfolio diversification, including international diversification and the relationship between risk and return; concepts of valuation, efficient markets and fundamental and technical analysis; the valuation of derivative securities and the use of derivative securities in risk management.

**FIN 443 International Finance** 3 credits

*Prerequisites: ECA 111, 112, ACC 101, and FIN 330.*

This course covers major topics in macro and micro international finance. At the macro level the evolution of the international monetary system is integrated with the nature of the balance of payments, the function of foreign exchange markets, and the determination of foreign exchange rates. Specific problems facing the transnational business firm and transnational bank include the use of foreign currency options, managing transaction exposure and scouring the international debt and equity markets to optimize the firm's financial structure. The challenges, opportunities, and risks associated with the international finance will be treated throughout with emphasis on current problems and issues.

**HRM 365 Human Resources: Policies and Legal Requirements** 3 credits

*Prerequisites: MGT 262 and HRM 367.*

A systemic study of the effects of legal requirements on the management of human resources. Includes an operational approach to ERISA, NLRB, OSHA, AA, ADEA, FLSA, and general antidiscrimination laws. Experiential exercises and case studies.

**HRM 367 Management of Human Resources** 3 credits

*Prerequisites: BUS 162, MGT 262 and 366.*

This course examines the personnel/human resource function in private and public organizations from a manager's viewpoint. Topics include recruiting, interviewing, employment, wage and salary administration, management development, performance appraisal, job evaluation and design, manpower planning, training, unions, labor relations, equal opportunity, and other current issues and topics.

**HRM 466 Compensation Management** 3 credits

*Prerequisites: MGT 262 and HRM 367.*

A study of compensation management for all levels of employees with a concentration on the determination of wages and salaries, compensation methods, executive "perks," financial aspects of benefits, and pension programs.

**HRM 467 Executive Assessment and Testing**

3 credits

*Prerequisites: MGT 262, HRM 367 and OPR 272.*

Familiarizes students with basic principles of psychological testing. Major testing terms and concepts are discussed. Emphasis is on the application of testing in an industrial setting. Interviewing is treated as one of the “tests.”

**HRM 468 Staffing: Recruitment, Selecting, and Training**

3 credits

*Prerequisites: MGT 262 and HRM 367.*

Examines and appraises the theory and procedures employed to recruit, select, place, train, and develop employees at all levels. Includes experiential exercises on executive development placement, career programs, and organizational development.

**HRM 469 Labor Relations**

3 credits

*Prerequisites: MGT 262 and HRM 367.*

An operational approach to collective bargaining with a critical evaluation of the executive’s role. Includes an evaluation of the NLRB and current problems in the union-management area. Experiential exercises and case studies.

**MGT 262 Principles of Management**

3 credits

An overview of the management process and an understanding of the difficulties in implementing it. Comparative management styles and systems, and the competencies that characterize an effective and innovative manager, are examined. The concept of budgeting as a process for internal control is introduced. Students formulate a real career plan, and emphasis is given to developing the student’s personal marketing skills and tools. Students engage in role-playing and other interactive activities and exercises. Research and report writing are also emphasized.

**MGT 363 Creative Problem-Solving**

3 credits

*Limited enrollment.*

An advanced course designed to scrutinize the nature of creativity. Its purpose is to nurture creativity and “constructive discontent” through the use of situational analysis, self-demonstration, brainstorming, and game theory. Students apply these techniques in their search for answers to the complex problems facing us now as well as those that will confront us in the future. Particularly recommended for liberal arts majors.

**MGT 366 Organizational Behavior**

3 credits

*Prerequisites: BUS 162 and MGT 262.*

Introduces organizational behavior, the social-scientific study of individuals and groups in work organizations. Organizational behavior deals with the changes occurring in today’s workplace, including changes in job design and organizational structure, multicultural diversification of the work force, and the increasing importance of work teams. Built on findings from psychology, social-psychology, sociology, and cultural anthropology, this course examines employee motivation and job satisfaction, factors influencing levels of job performance and psychological dimensions of the work environment. It also discusses personality differences, managerial effectiveness, and stress at work. Individual, group, and social impact on outcomes are studied.

**MGT 392 Strategies for Personal and Professional Growth—An Internship**

3 credits

*Prerequisite: Permission from the Office of the Dean.*

An upper-level course that begins by examining the risk factors and troublesome feelings involved in making change. Other topics include insights into developing a well-formulated career strategy, getting the most out of the first job, adjusting to life and work after school, climbing the corporate ladder, and becoming a successful entrepreneur. The internship experience provides an opportunity to test the philosophies, concepts, and strategies presented in the class. In addition to lectures and readings, executives talk about the strategies they employed to become successful.

**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, tele-marketing, 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 and 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 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 System 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 Communication**

3 credits

*Prerequisite: OPR 271.*

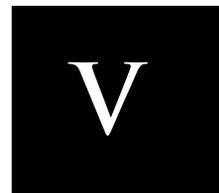
The increasing use of data processing equipment, increasing use of distributed systems, increasing diversity of networking options, and emergence of the Internet and World Wide Web have made a solid understanding of fundamentals of communications essential to business and information management. This 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 interconnection) and application of information communication in today's business.

**OPR 475 Database Management Systems**

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.



SCHOOL OF  
EDUCATION

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## School of Education

*Harvey Hall 130*

Elaine S. Sands, *Dean*  
Diane Caracciolo, *Associate Dean*

### *Professors*

Gary Barrette  
Judith Cohen  
Ronald S. Feingold  
Monica Homer  
Menahem Less  
Florence L. Myers  
Robert Otto  
C. Roger Rees  
Pierre Woog

### *Associate Professors*

Joan Callahan  
Stephen A. Cavallo  
Ellen Kowalski  
H. Robert Perez  
Lawrence J. Raphael  
Carole S. Rhodes  
Elaine S. Sands  
Yula Serpanos  
Dale T. Snauwaert  
Stanley Snegroff  
Devin Thornburg  
Stephen Virgilio

### *Assistant Professors*

Brett Elizabeth Blake  
Janet Ficke  
Leah Fiorentino  
Josephine Galliher  
Esther Kogan-Frenk  
Susan Lederer  
Robert Linne  
Jacqueline McDonald  
Anne Mungai  
Molly Quinn  
Shirley Steinberg  
Shannon Whalen  
Julian Wilder

### *Visiting Professor*

Dennis Parsons

### *Clinical Faculty*

Felix Berman  
Francine Cuccia  
Diana Muxworthy Feige  
Anita Frey  
Carol Lynn Kearney  
Stephen Lieberman  
Edith Markel  
Edward Marlatt  
Rose Valvezan  
John Wygand

## 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.

Field-based learning enhances and complements academic knowledge. We have strong ties with diverse schools and communities which provide many opportunities for teachers, college faculty and students to engage in various educational settings with school age youngsters ranging from those at-risk to the gifted.

Our courses and curricula reflect a respect for diversity, and a mission to prepare teachers to enter the teaching profession with pride, a commitment to scholarship, a shared wisdom of how students learn and think, and demonstrable skills and abilities.

## Important Information

**The New York State Department of Education is in the process of changing all certificates for teacher education. Every program in the Department of Education Studies will be affected by these changes. Students who will graduate after 2004 will have to meet the requirements for the new certificates. Certificate programs in Education Studies (including Childhood, Adolescent, Special Education, TESOL, Reading, and Bilingual) are currently being revised to meet the new regulations. Please be aware that the programs listed in this Bulletin will be changing in order to qualify graduates for the new N.Y. State certificates. We will make every effort to keep all students aware of programmatic changes.**

## Programs of Study

Undergraduate students in the School of Education may undertake four-year baccalaureate programs of study in:

- Childhood and Adolescent Education, including:
  - Early Childhood and Childhood Education (Pre-K–6);
  - Adolescent Education;
  - Art Education;
- Health Studies, Physical Education and Human Performance Science;
- Communication Sciences and Disorders.

These programs lead either to the Bachelor of Arts (B.A.) or Bachelor of Science in Education (B.S.Ed.) and fulfill the requirements for New York State certification.

Alternatively, students may participate in the Scholars Teacher Education Program (STEP), an innovative, five-year, combined baccalaureate/master's program for those preparing to teach at the elementary or secondary level.

### Programs in Childhood, Adolescent, and Art 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 substance and meaning for children from varied backgrounds and abilities, children whose complex needs and interests will be effectively challenged and met.

### Scholars Teachers Education Program (STEP)

In 1995, in addition to its innovative elementary education major, the School introduced the Scholars Teacher Education Program (STEP). STEP is a unique, five-year, combined baccalaureate/master's program for undergraduate students preparing to teach at the early childhood, elementary, and secondary levels. The first four years of STEP allow for study in the University's General Education requirements, and in a student-selected major, liberal arts discipline. Over the total five-year time frame, the student's program is also integrated with a full course of study in education. The undergraduate course sequence in education builds slowly from a 1-credit course at the freshman level to a 12-credit course sequence at the senior level. Course work and field experience at the undergraduate level lead directly into a full-time professional, field-based course of study at the graduate level. Students may also take courses that fulfill New York State requirements in a second certification area, such as special education. The continuity and cohesiveness of the graduate and undergraduate aspects of the program make the curriculum both economical and comprehensive. The structure of STEP is particularly effective in meeting the needs of the transfer student. Students entering the program at the junior level have a three-year course of study, which takes them through their master's degree in education.

## Combined Baccalaureate and Master's: Scholars Teachers Education Program (STEP)

Judith Cohen, *Program Director*  
Diana Muxworthy-Feige, *Field Coordinator*

The Scholars Teacher Education Program (STEP) is a five-year combined degree program culminating in both a bachelor's degree—either Bachelor of Arts (B.A.) or Bachelor of Science (B.S.)—and a Master of Arts (M.A.) degree.

### Admissions Requirements:

- Freshmen: (1) high school GPA of 3.0 (B) or higher; (2) SAT of 1000 or higher; (3) personal interview.
- Transfer students: (1) GPA in first 60 credits of 2.75 or higher; (2) academic proficiency in general education courses; (3) application; (4) personal interview.

### Childhood Education

Students in the STEP elementary education sequence must major in one of the liberal arts and sciences, complete the University General Education requirements, and fulfill the New York State requirements outlined under the heading “*Childhood Education*.” They must also complete the following STEP sequence: (Please note: liberal arts majors in Dance and Communication Arts are excluded.)

### STEP MINOR IN CHILDHOOD EDUCATION (32 credits)

#### First Year

EDU 102 Orientation Seminar (1 credit)

#### Second Year

EDU 221 Processes of Learning I: [Birth to Grade 8] (3 credits)

OR

PSY 115 Developmental Psychology (3 credits)

#### Third Year

EDU 302 Learning, Cognition, and Teaching (3 credits)

EDU 304 Community, School and Society (3 credits)

EDU 305 The Child with Special Needs (3 credits)

#### Fourth Year

EDU 401 Teaching and Learning Literacy I [Grades N–3] (3 credits)

EDU 402 Teaching and Learning Social Studies [Grades 1–6] (3 credits)

EDU 403 Teaching and Learning Mathematics [Grades 1–6] (3 credits)

EDU 404 Teaching and Learning Science [Grades 1–6] (3 credits)

EDU 405 Teaching and Learning Literacy II [Grades 4–6] (3 credits)

EDU 591 Elementary School Based Inquiry I [Grades 1–3] (2 credits)

EDU 592 Elementary School Based Inquiry II [Grades 4–6] (2 credits)

### STEP GRADUATE YEAR— ELEMENTARY EDUCATION

(36 credits)

The following courses count toward the Master's Degree:

#### Fifth Year

EDU 545 Children's Literature (3 credits)

EDU 571 Educational Research and Field Based Inquiry (3 credits)

EDU 572 Student Assessment and Educational Testing (3 credits)

EDU 574 Teaching and Learning Aesthetics (3 credits)

EDU 575 Implementation of Field Based Research (3 credits)

EDU 576	Master's Seminar: Philosophy of Teaching (3 credits)
HED 571	Teaching Health and Physical Education (3 credits) Electives in Second Certification Area (9 credits)
EDU 531	Elementary Student Teaching and Reflective Practice Seminar (6 credits)

### Adolescent Education

Students in the STEP adolescent education sequence must major in one of the liberal arts and sciences consistent with secondary certification area (see below), complete the University General Education requirements, and fulfill the New York State requirements outlined under "Secondary Education."

### STEP Adolescent Teaching Areas:

- English
- Foreign Languages
- Mathematics
- Sciences
- Social Studies

### STEP MINOR IN ADOLESCENT EDUCATION (22 credits)

#### First Year

EDU 102	Orientation Seminar (1 credit)
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#### Second Year

EDU 222	Processes of Learning 2: [Grades 7–12] (3 credits)
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or

PSY 116	Adolescent Psychology (3 credits)
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#### Third Year

EDU 302	Learning, Cognition, and Teaching (3 credits)
EDU 304	Community, School and Society (3 credits)
EDU 305	The Child with Special Needs (3 credits)

#### Fourth Year

EDU 520	Reading and Writing in the Middle and Secondary Schools (3 credits)
EDU 521	Literature for Young Adults (3 credits)
EDU 593	Secondary School Based Inquiry I [Grades 7–9] (2 credits)

### STEP GRADUATE YEAR— ADOLESCENT EDUCATION

(38 credits)

The following courses count toward the Master's degree:

#### Fifth Year

EDU 511-518	Secondary Curriculum and Methods (3 credits)
EDU 571	Educational Research and Field Based Inquiry (3 credits)
EDU 572	Student Assessment and Educational Testing (3 credits)
EDU 574	Teaching and Learning Aesthetics (3 credits)
EDU 575	Implementation of Field Based Research (3 credits)
EDU 576	Master's Seminar: Philosophy of Teaching (3 credits)
EDU 577	Policies and Practices in Secondary Education (3 credits)
EDU 594	Secondary School Based Inquiry 2 [Grades 10–12] (2 credits)
HED 504	Teaching Health and Physical Education in Secondary School (3 credits)
EDU 538	Technology in Science and Mathematics Classrooms (3 credits) (required for students in mathematics and science education)

**Electives in Second Certification Area**

(3-6 credits)

EDU 530 Secondary Student Teaching and Reflective Practice Seminar (6 credits)

**Baccalaureate Program (B.Ed.)  
Early Childhood and Childhood  
Education, (1-6)** (37 credits)

Dale T. Snauwaert, *Program Chair*

Students majoring in early childhood and childhood education must complete a major in education, a second major in the College of Arts and Sciences, General Education requirements, and liberal arts and sciences courses required for New York State certification.

**Second Year**

EDU 221 Processes of Learning 1: [Birth to Grade 8] (3 credits)  
(replaces EDU 121 in spring 2001)

*OR*

PSY 115 Developmental Psychology (3 credits)

**Third Year**

EDU 302 Learning, Cognition, and Teaching (3 credits)  
(replaces EDU 231 in spring 2001)

EDU 304 Community, School, and Society (3 credits)  
(replaces EDU 201 in spring 2001)

EDU 305 The Child with Special Needs (3 credits)  
(replaces EDU 340 in spring 2001)

EDU 401 Teaching and Learning Literacy I [Grades N-3] (3 credits)  
(replaces EDU 343 in spring 2001)

EDU 403 Teaching and Learning Mathematics [Grades 1-6] (3 credits)  
(replaces EDU 351 in spring 2001)

EDU 591 Elementary School Based Inquiry I [Grades N-3] (2 credits)

**Fourth Year**

EDU 402 Teaching and Learning Social Studies [Grades 1-6] (3 credits)  
(replaces EDU 341 in spring 2001)

EDU 404 Teaching and Learning Science [Grades 1-6] (3 credits)  
(replaces EDU 351 in spring 2001)

EDU 405 Teaching and Learning Literacy II [Grades 4-6] (3 credits)  
(replaces EDU 544 in spring 2001)

EDU 592 Elementary School Based Inquiry II [Grades 4-6] (2 credits)

EDU 531 Elementary Student Teaching and Reflective Practice Seminar (6 credits)

**College of Arts and Sciences Major**

Childhood education majors must complete a liberal arts and sciences major from the College of Arts and Sciences. Specific details about these majors are available in the appropriate sections of this *Bulletin*. Students should declare one of these majors as their official *second* major and request an advisor from the appropriate college department. Students will graduate with a B.S.Ed. with an official second major in one of the liberal arts and sciences. *Please note: Second majors in Dance and Communication Arts may not be selected by Childhood Education majors.*

## General Education (GED) and College of Arts and Sciences Requirements

Students in the Education programs are required to fulfill Adelphi General Education requirements and additional liberal arts and sciences requirements to prepare students to teach the seven state learning standards.

### Childhood Education

#### A. Adelphi General Education Requirements

	<i>Credits</i>
First Competency: English Composition I	3
Second Competency: Statistics (mathematics or social sciences)	3
Freshman Seminar: Student selects one	3
Freshman Orientation	1

#### Distribution Requirements

Arts: Music or art history and studio or performance art	6
Humanities: Two courses in American history	6
Social Science: POL 101 and one additional social science	6
Sciences and Mathematics: MTH 101 or higher and 3 additional science credits	6

#### B. Additional New York State Arts and Sciences Requirements

(Childhood Education)

Literature: American Lit I, II	6
Social Studies: one course in world history	3
Technology: EDU 533	3
Sciences: 4 additional credits in laboratory science	4
Languages: 6 credits or equivalent (see advisor)	6
Health and Physical Education: HED 571	3

Note: General education courses may count toward arts and sciences majors. In most majors, between 6–15 credits will satisfy arts and sciences major requirements. Although transfer students with an A.A.S. degree have satisfied Adelphi General Education requirements, students must still complete all New York State general education requirements, which include the requirements above. See advisor for transcript evaluation.

## Secondary Education (B.A. in Secondary Education)

Dale T. Snauwaert, *Program Chair*

Students wishing to teach secondary education (earth science, English, biology, chemistry, foreign languages, mathematics, physics, social studies) must select a second major in the subject they wish to teach in addition to the major in Secondary Education.

### Secondary Education

#### General Education (GED) and College of Arts and Sciences Requirements

Students in the secondary education program are required to fulfill Adelphi General Education requirements and additional liberal arts and sciences requirements to prepare students to teach the seven state learning standards.

#### A. Adelphi General Education Requirements

	<i>Credits</i>
First Competency: English Composition I	3
Second Competency: Statistics (mathematics or social sciences)	3
Freshman Seminar: student selects one	3
Freshman Orientation	1

#### Distribution Requirements

Arts: Music or art history and studio or performance art	6
Humanities: Two courses in American history	6
Social Sciences: POL 101 and one additional social science	6
Sciences and Mathematics: MTH 101 or higher and 3 additional credits science	6

#### B. Additional New York State Arts and Sciences Requirements

(Secondary Education)

Literature: American Lit 1 or 2	3
Technology: EDU 533	3
Languages: 6 credits or equivalent (see advisor)	6

Health and Physical Education: HED 504 3

Note: General education courses may count toward arts and sciences majors. In most majors, between 6–15 credits will satisfy arts and sciences major requirements. Although transfer students with an A.A.S. degree have satisfied Adelphi General Education requirements, students must still complete all New York State general education requirements, which include the requirements above. See advisor for transcript evaluation.

A second major in the student's teaching field; for example, for each certification area the corresponding major:

- English (7–12): English
- Foreign Languages (7–12): French or Spanish
- Mathematics (7–12): mathematics
- Sciences (7–12): earth science, biology, chemistry, or physics
- Social Studies (7–12): anthropology, economics, history, political science, or sociology (regardless of social science major, all students must complete 21 credits in history; one course each in anthropology, economics, and sociology; POL 101)

### Secondary Education Sequence (31 credits)

Education courses are normally taken in the following sequence beginning in the second year. Transfer students beginning in their third year should consult an advisor for the appropriate semester sequence.

#### Second Year

EDU 222 Processes of Learning 2: [Grades 7–12] (3 credits) (replaces EDU 121 in Spring 2001)

OR

PSY 116 Adolescent Psychology (3 credits)

#### Third Year

EDU 302 Learning, Cognition and Teaching (3 credits) (replaces EDU 231 in spring 2001)

EDU 304 Community, School and Society (3 credits) (replaces EDU 201 in spring 2001)

EDU 305 The Child with Special Needs (3 credits) (replaces EDU 340 in spring 2001)

EDU 520 Reading and Writing in the Middle and Secondary Schools (3 credits)

EDU 593 Secondary School Based Inquiry 1 [Grades 7–9] (2 credits)

#### Fourth Year

EDU 511-518 Secondary Curriculum and Methods (3 credits)

EDU 521 Literature for Young Adults (3 credits)

EDU 594 Secondary School Based Inquiry 2 [Grades 10–12] (2 credits)

EDU 530 Secondary Student Teaching and Reflective Practice Seminar (6 credits)

### Art Education

Dale T. Snauwaert and Harry Davies, *Program Chairs*

Students in the baccalaureate program in Art Education complete the requirements for the undergraduate major in Art while taking a 30 credit Education sequence. In addition to the University's General Education program, all art education majors must take 6 credits in a language other than English (unless waived), Health Education 571–Health Issues for Elementary School Educators, and EDU 533–Computer-Based Technologies in Education.

### Art Education Sequence

#### Second Year

- EDU 221 Processes of Learning I [Birth to Grade 8] (3 credits)  
 EDU 222 Processes of Learning II [Grades 7–12] (3 credits)

#### Third Year

- EDU 203 Introduction to Art Education (3 credits)  
 EDU 220 Artistic Development: Childhood through Adolescence (3 credits)  
 EDU 304 Community, School, and Society (3 credits)  
 EDU 305 The Child with Special Needs (3 credits)

#### Fourth Year

- EDU 510 Curriculum and Methods of Art Education, Pre-K–12 (3 credits)  
 EDU 407 Establishing the Role of the Arts in Education: The Philosophical Foundations of Art Education (3 credits)  
 EDU 540 Student Teaching in Art Education (6 credits)

### Programs 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.

**Requirements for Major Leading to the Bachelor of Science with Professional Certification**  
(Physical Education Teacher: K–12)

**Theoretical Foundations** (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

**Education Core** (18 credits)

EDU 221	Learning: Birth to Grade 8
<i>OR</i>	
PSY 115	Developmental Psychology
EDU 302	Learning, Cognition, and Teaching
EDU 340	Curriculum and Teaching
EDU 516	Methods of Teaching Physical Education
EDU 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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*\*required*

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.

### Requirements for Major Leading to the Bachelor of Science without Teacher Certification

#### Professional Courses (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
PED 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

#### Electives (15-credit minimum)

Coaching  
Athletic Training  
Sports Medicine  
Fitness Leadership  
Pre-physical Therapy

#### Biology (8 credits—human performance, exercise science, therapy only)

BIO 203-204	Human Body
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(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 Content Courses (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 Practicum (1)
HED 488	Practicum (1)
HED 504	Comprehensive School Health – secondary
HED 571	Health Issues for the Elementary School Educator

##### II. Physical Education Courses that Count as Health Content (15 credits)

PED 100	Principles of Health & Physical Education
PED 467	First Aid & Injury Control
PED 470	Health and Fitness
BIO 203-204	Anatomy/Physiology (6)

##### III. Other Courses that Count as Health Content (6 credits)

HED 370	Psychosocial Health Issues
HED 375	Issues in Community and Consumer Health
HED 505	Multidimensional Aspects of Stress
HED 506	Health & Nutrition

HED 520            Topics  
Fr Sem 110        Optimal Health

**Professional Education Courses (12 credits)**

EDU 121            Child Development  
EDU 231            Educational Psychology  
EDU 340            Curriculum & Teaching  
EDU 516            Methods of Teaching PE

**Student Teaching in Health (3 credits)**

EDU 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.

**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 for clinical certification by the American Speech-Language Hearing Association. 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 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 laboratory contains 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.

#### Speech Requirements (45 credits)

SPE 104	The Art of Communication
SPE 106	The Study of Voice and Speech Production
SPE 110	Oral Communication in the Professional World
<i>OR</i>	
SPE 112	Public Speaking
SPE 138	Sound and the Auditory Mechanism
SPE 140	Anatomy and Physiology of the Speech Mechanism
SPE 142	Phonetics
SPE 144	Development of Speech and Language
SPE 350	Speech Language Disorders I
SPE 351	Speech Language Disorders II
SPE 352	Clinical Audiology
SPE 353	Rehabilitation of Hearing
SPE 355	Observation of Speech and Hearing Rehabilitation and Diagnostic Evaluations
SPE 356	Clinical Practice in Speech and Hearing: A
SPE 357	Clinical Practice in Speech and Hearing: B
SPE 400	Current Issues in Speech-Language Pathology and Audiology

SPE 410	Language-based Learning Disabilities in Children
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#### Biology Requirements (8 credits)

BIO 203	The Human Body: Scientific Perspectives on Structure and Function I
BIO 204	The Human Body: Scientific Perspectives on Structure and Function II

#### Interdepartmental Course Requirements (18 credits)

PSY 101	General Psychology
PSY 115	Developmental Psychology
<i>OR</i>	
EDU 221	Processes of Learning: Birth–Grade 8 (replaces EDU 121 in Spring 2001)
PSY 111	Behavior Modification
PSY 137	Psychological Statistics
<i>OR</i>	
MTH 113	Survey of Statistics
LIN 103	Descriptive and Historical Linguistics
PED 315	Motor Development
PSY Elective	by advisement

#### Elective Course Work

Students interested in course work leading to certification as a Teacher of the Speech and Hearing Handicapped (TSHH) can elect to enroll in the following courses:

SPE 561	Organization of a Speech and Hearing Program in the Schools
EDU 304	Community, School, and Society (replaces EDU 121 in spring 2001)
EDU 302	Learning, Cognition, and Teaching (replaces EDU 121 in spring 2001)

Students fluent in a language other than English are encouraged to substitute EDU 541 (TESOL I) in preparation for the TSHH

Bilingual Extension Certification. An elective in multicultural issues (ANT 514 or SPA 531) is also recommended for students pursuing the bilingual extension certification.

### **New York State Certification Requirements**

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, 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, 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. 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. For the most updated requirements you may contact the New York State Education Department at <http://www.nysed.gov/tcert/homepage.htm>.

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**

Michelle Reich, *Director, Office of School and Community Partnership*

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) examination prior to student teaching. Secondary 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 October 1 for the following spring semester and February 1 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 Clinical Practice.

### **Independent Study**

Approval for independent study will be granted by the dean of the School of Education.

### **Waiver of Academic Regulations**

Undergraduate students may petition the dean of the School for the waiver of an academic regulation of the School of Education.

### **Graduate Courses for Undergraduate or Graduate Credit**

Undergraduate students in their senior year may take 500 and 600 level courses for undergraduate credit toward their bachelor's degree; or, with permission from the department chair, for graduate credit (courses for graduate credit will not count toward bachelor's degree). Students in the ABLE-Education Program through University College may request permission to take graduate courses (500 and 600 levels) beginning in their junior year.

### **Regional Labor Market**

Students are advised to go to the New York State Department of Labor website (<http://ny.job-search.org/>) where they can find useful information regarding occupational projections for New York State and Regions in New York State as well as wage information (annual average employment and wages for New York State and hourly rates from the Occupational Employment Survey for New York State and regions). Students interested in working in the New York City area, can call or write the Labor Market Analyst in charge of the Bronx, Kings, Queens, Richmond and New York district: James Brown, NYS Department of Labor, Research and Statistics Division, PO Box 669, Mail Stop 8D, New York, NY 10014-0669, (212) 352-6666.

Students interested in working in the Nassau/Suffolk area, are encouraged to call or write to the Labor Market Analyst in charge of the Nassau and Suffolk districts: Gary Huth, NYS Department of Labor, Research and Statistics Division, 303 W. Old Country Road, Hicksville, New York 11801, (516) 934-8559.

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## COURSES OF INSTRUCTION

### SCHOOL OF EDUCATION

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#### CHILDHOOD AND ADOLESCENT EDUCATION AND SPECIAL FIELDS

##### **EDU 203 Introduction to Art Education** 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.

##### **EDU 220 Artistic Development: Early Childhood through Adolescence** 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.

##### **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 407 Establishing the Role of the Arts and Education: The Philosophical Foundation of Art Education** 3 credits

*Prerequisites: EDU 203, 220, 221, 222 (should be taken in senior year)*

This course examines the nature of aesthetic experience as a unique and powerful way of knowing 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.

##### **EDU 510 Curriculum and Methods of Art Education, Pre-K–12** 3 credits

*Prerequisites: EDU 203, 220, 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.

##### **EDU 518 Curriculum and Methods of Instruction in Secondary Education** 3 credits

*Prerequisites: EDU 122 OR PSY 116, EDU 302, 304, 305, 520, 593.*

These courses (510-Art; 511-English; 512-Languages; 513-Mathematics; 514-Music; 516-Physical Education; 517-Science; 518-Social Studies) introduce secondary education and special subject students to issues in curriculum and methods in the content area. Building upon the general concepts and approaches taught in EDU 340, 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 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 Education and Special Fields** 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.

##### **EDU 536 Student Teaching in Physical Education** 6 credits

*Prerequisite: Department approval.*

This course provides the capstone experience in the physical education teachers program. Students are required to spend

eight weeks in a K–6 setting and eight weeks in a 7–12 setting. The placement is full time, five days per week. Students work with a cooperating teacher, who is chosen by the school and the University, and a supervising professor from the University.

**EDU 537 Student Teaching in Health** 3 credits  
Students are required to spend 7–8 weeks in a health education setting. The placement is full time, five days a week.

**EDU 540 Student Teaching in Art Education** 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.

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## SCHOLARS TEACHER EDUCATION PROGRAM (STEP)

**EDU 102 Orientation 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.

**EDU 221 Processes of Learning I [Birth to Grade 8]** 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.

**EDU 222 Processes of Learning II [Grades 7–12]** 3 credits  
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.

**EDU 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]

**EDU 304 Community, School, 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. Appropriate field experiences are required, in which students conduct ethnographic research examining schools in different socioeconomic, racial, and ethnic communities. [Replaces EDU 201 and 202]

**EDU 305 The Child with Special Needs** *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 573]

**EDU 401 Teaching and Learning Literacy I [Grades N–3]** *3 credits*

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 corequisite Elementary School Based Inquiry I, which includes coordinated field experiences in grades N-3 classrooms.

[Replaces EDU 343]

**EDU 402 Teaching and Learning Social Studies 1–6** *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. Students are required to register for corequisites, EDU 404, EDU 405, and EDU 592—Elementary School Based Inquiry II, which includes coordinated field experiences in grades 4-6 classrooms.

[Replaces EDU 341]

**EDU 403 Teaching and Learning Mathematics 1–6** *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 probes and graphing packages. In addition, state and professional standards, professional resources, equity and the integration of mathematics across content areas are introduced in the course. Students are required to register for corequisites EDU 401 and EDU 591, Elementary School Based Inquiry I, which includes coordinated field experiences in grades N–3 classrooms.

**EDU 404 Teaching and Learning Science 1–6** *3 credits*

This course is based on the content of science appropriate for grades 1–6, the inquiry and process skills used by students, and the methodology of science instruction. The technology component will include a robotics module and other appropriate science-related technologies. There is an emphasis on discourse, tasks, collaboration, constructivism, New York State Learning Standards, appropriate assessment, technology, and professional resources. Students are required to register for corequisites, EDU 402, EDU 405, and EDU 592 Elementary School Based Inquiry II, which includes coordinated field experiences in grades 4–6 classrooms.

**EDU 405 Teaching and Learning Literacy 2 [Grades 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. The technology component will include writing process software. Additional topics in literacy instruction for students in grades 3–6 will include balanced reading programs, 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 corequisites, EDU 402, EDU 404, and EDU 592—Elementary School Based Inquiry II, which includes coordinated field experiences in grades 4–6 classrooms.

**EDU 511–518 Curriculum and Methods of Instruction in Secondary Education** *3 credits*

*Prerequisites: EDU 122 or PSY 116, EDU 302, 304, 305, 520, 593.* These courses (510-Art; 511-English; 512-Languages; 513-Mathematics; 514-Music; 516-Physical Education; 517-Science; 518-Social Studies) introduce secondary education and special subject students to issues in curriculum and methods in the content area. Building upon the general concepts and approaches taught in EDU 340, 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 520 Reading and Writing 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.

**EDU 521 Literature for Young Adults**

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.

**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 com-

plete this supervised practicum. Students are observed during an eight week period and are required to attend the weekly seminar for the entire semester.

**EDU 533 Computer-Based Technologies in Education**

3 credits

Topics in this production-based course will include 1) use, design, and construction of electronic databases; 2) basic skills with internet and web page construction; 3) desktop publishing and presentation graphics; 4) education production tools; 5) educational assessment tools; and 6) educational software. These components will emphasize the use of interface equipment including digital cameras, scanners, message pads, etc. Students must be able to use a word processor.

**EDU 535 Practicum in Secondary Education and Special Fields**

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.

**EDU 536 Student Teaching in Physical Education**

6 credits

*Prerequisite: Department approval.*

This course provides the capstone experience in the physical education teachers program. Students are required to spend eight weeks in a K-6 setting and eight weeks in a 7-12 setting. The placement is full time, five days per week. Students work with a cooperating teacher, who is chosen by the school and the University, and a supervising professor from the University.

**EDU 537 Student Teaching in Health**

3 credits

Students are required to spend 7-8 weeks in a health education setting. The placement is full time, five days a week.

**EDU 538 Technology in Science and Mathematics Classrooms**

3 credits

Emergent technologies such as the hand-held Calculator Based Laboratories (CBL) and graphing calculators are changing the face of the science and mathematics classroom. This course addresses these and other emerging technologies in an interdisciplinary methodology experience. In addition, computer-based technologies including robotics and data collection tools will be explored. Required for students in secondary mathematics and sciences.

**EDU 544 Literacy and Methods Practicum**

3 credits

Taken concurrently with elementary student teaching or practicum, this course is designed to complement the clinical experience by stressing the curriculum and pedagogical approaches in reading across content areas. Using an integrative approach, students are encouraged to develop strategies for teaching reading and writing skills across different curricular areas.

**EDU 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.

**EDU 571 Educational Research and Field-based****Inquiry** *3 credits*

This course introduces students to the logic of inquiry of educational research. Through an examination of both quantitative and qualitative research design and methods, students are able to understand educational research and to design their own research projects. The course will examine the ways in which social scientific research attempts to understand the independent effects of a series of variables on educational achievement and attainment. Students will learn to use qualitative and quantitative techniques to understand educational processes and outcomes. Students will design an original research project to be implemented in the School-based Research course.

**EDU 572 Student Assessment and Educational****Testing** *3 credits*

This course provides an understanding of traditional and alternative forms of assessment and testing to shed light on the appropriateness of different assessment approaches. The technology component will include computer-assisted assessment tools, electronic portfolios, and hand-held data collection systems. Students discuss and reflect on the curricular and political dimensions of traditional grading. Students will explore the nature of curriculum and student assessment in regular and special education.

**EDU 573 Strategies for Teaching Inclusion Students and Diverse Learners***3 credits, 1 credit lab*

This course will provide students with the conceptual foundation for understanding the present conditions and contemporary issues in teaching and working with culturally and linguistically diverse learners and inclusion students. Students will explore the evolution of CLD and inclusion pedagogy and its relation to the goals of "mainstream" education. Issues pertaining to persons with disabilities and "special needs" and their families will be explored as current practices in identification, assessment, and instruction are reviewed. Students will dialogue about the future of CLD and inclusion students as they develop their own sets of "effective" strategies for teaching inclusion students and diverse learners congruent with the new New York State goals and standards.

**EDU 574 Teaching and Learning Aesthetics** *3 credits*

This course enhances student understanding of the impor-

tance of aesthetic experience in the educational process. It explores aesthetic education in relation to models of intelligence, child growth and development, educational philosophy, curriculum design, and classroom instruction. The technology component includes computer-based tools for music and art. Students work on the infusion of aesthetic theory into their pedagogical practice. The course will include field experiences to some of New York City's artistic and cultural institutions. These may include Lincoln Center for the Performing Arts (the Metropolitan Opera, New York City Ballet, New York Philharmonic Orchestra, Lincoln Center Theater), the Broadway and off-Broadway Theater, Carnegie Hall, and museums.

**EDU 575 Implementation of Field-based Research***3 credits*

This course provides students with the opportunity to implement original research designs within a school setting. Students will spend the semester in one or more schools (or districts) conducting research and analyzing findings. Students will complete a major research paper and present their findings in a public forum.

**EDU 576 Master's Seminar Philosophy of Teaching***3 credits*

The purpose of this course is to philosophically reflect on and analyze the basic assumptions that underlie and influence educational policy and practice. Drawing on previous study of learning, human development, teaching, and the exploration of the interconnection between schools and society, this course furthers the student's understanding of the child, family, schooling, culture, and society nexus by examining its philosophical dimensions. The course addresses such basic questions as the nature of knowledge, ethics, aesthetics, freedom, equality, diversity, justice, democracy, being, rationality, compassion, and mindfulness. These philosophical notions are examined in relation to the broad aims and varied curricular and pedagogical approaches employed in today's schools, including the rights and responsibilities of all parties to the educational event. This course is taken concurrently with the student teaching experience, providing a potent means of integrating theory and practice. It thereby lays a foundation for students to become reflective and critical practitioners throughout their professional careers.

[replaces EDU 552]

**EDU 577 Policies and Practices in Secondary Education***3 credits*

An introduction to problems and issues related to teaching middle school, junior high school and high school. Through an analysis of historical and contemporary reform efforts, students are encouraged to think about the limits and possibilities of secondary school improvement. The course covers diverse topics including curriculum tracking and ability grouping, race, class and gender issues, the history of secondary education, the structure and organization of secondary schools, policy issues and recommendations, and issues in curriculum and pedagogy.

**EDU 591 Elementary School Based Inquiry I**  
**[Grades 1–3]** *2 credits*  
 Students spend one school day per week in a grade 1-3 classroom in a local school district. Cohort meets five to six times per semester for an additional two hours of coursework in conjunction with the Literacy II, Social Studies, and Mathematical Methods courses. Instructional topics include lesson and unit planning, classroom organization, professionalism, and the New York certification process. The classroom teacher and the Inquiry instructor will coordinate supervision.

**EDU 592 Elementary School Based Inquiry II**  
**[Grades 4–6]** *2 credits*  
 Students spend one school day per week in a grade 4-6 classroom in a local school district. Cohort meets five to six times per semester for an additional two hours of coursework in conjunction with the Literacy II, Social Studies, and Mathematical Methods courses. Instruction topics include lesson and unit planning, classroom organization, professionalism, and the New York certification process. The classroom teacher and the Inquiry instructor will coordinate supervision.

**EDU 593 Secondary School Based Inquiry I**  
**[Grades 7–9]** *2 credits*  
 Students spend one school day per week in a grade 7–9 classroom in a local school district. Cohort meets five to six times per semester for an additional two hours of coursework in conjunction with Reading and Writing in the Middle and Secondary Schools course. Instructional topics include lesson and unit planning, classroom organization, professionalism, and the New York certification process. The classroom teacher and the Inquiry instructor will coordinate supervision.

**EDU 594 Secondary School Based Inquiry II**  
**[Grades 10–12]** *2 credits*  
 Students spend one school day per week in a grade 9–12 classroom in a local school district. Cohort meets five to six times per semester for an additional two hours of coursework in conjunction with the Secondary Content Methods course. Instructional topics include behavior management, planning and teaching a thematic unit, and refining reflective practice. The classroom teacher and the Inquiry instructor will coordinate supervision.

**EDU 636, 638 STEP Internship**  
**Elementary I, II** *4 credits, 2 credits*  
 This two-semester course is available upon application to STEP fifth-year students in the Adelphi Internship Program. Following successful completion of their first semester of student teaching, students become interns in the respective local elementary schools. Students are observed in their classroom by both mentor teachers in the school and University supervisors. Students are required to attend weekly reflective, inquiry seminars discussing general and specific pedagogical issues.

**EDU 637, 639 STEP Internship**  
**Secondary I, II** *4 credits, 2 credits*  
 This two-semester course is available upon application to STEP fifth-year students in the Adelphi Internship Program. Following successful completion of their first semester of student teaching, students become interns in the respective local secondary schools. Students are observed in their classroom by both mentor teachers in the school and University supervisors. Students are required to attend weekly reflective and thematic seminars discussing general and specific pedagogical issues.

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## HEALTH STUDIES

**HED 370 Coping with Psychosocial Health Issues** *3 credits*  
 Students will examine psychosocial health theory and the psychosocial factors that can affect the health of individuals and society.

**HED 372 Human Sexuality** *3 credits*  
 Investigates health issues in society. The purpose of the course is to enhance, correct misconceptions, and promote more rewarding interpersonal relationships.

**HED 373 Essentials of Healthful Living** *3 credits*  
 Assists students in increasing their knowledge of basic issues in health and in developing values, attitudes, and behaviors conducive to a healthier lifestyle.

**HED 375 Issues in Consumer Health** *3 credits*  
 The goal of the course is to encourage and help students become better consumers by providing them with the information and skills necessary to make better use of the health care system.

**HED 401 The Dynamics of Substance Abuse** *3 credits*  
 Examines the problem of substance abuse by studying its psychological, legal, and pharmacological aspects. Various methods of prevention and rehabilitation will be explored.

**HED 504 Comprehensive Health Education for Secondary School Teachers** *3 credits*  
 This course is designed to prepare secondary level educators with the skills and knowledge necessary to develop and teach a comprehensive health education program. The course will address New York State Standards.

**HED 505 Multidimensional Aspects of Stress** *3 credits*  
 Investigation of theoretical and practical aspects of human stress and stress management. Using a multidimensional model of health and an experiential approach to learning, students will analyze stress from both a professional and personal perspective.

**HED 506 Health and Nutrition** *3 credits*

Students will examine recent nutritional theory and information as they impact on the health of the individual in society. Topics will include nutritional needs throughout the life cycle, common eating disorders, the relationship between dietary patterns and disease; the relationship between culture, lifestyle and nutrition; and nutrition and education methods.

**HED 520 Special Topics** *3 credits*

An in-depth examination and analysis of a specific health issue. Topics chosen will change periodically to reflect contemporary concerns.

**HED 571 Health Issues 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.

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**PHYSICAL EDUCATION****PED 100 Principles of Health and Physical Education** *3 credits*

Overview of the field of physical education. Purposes and principles of physical education are examined; preliminary evaluation of various movement abilities are determined and analyzed. In addition, visitations are made to school environments with student participation invited.

**Methodology Courses** *1–2 credits*

*Methods of teaching various specialized courses. It is assumed that one has fulfilled beginning level competencies prior to enrollment. (Currently under review.)*

**PED 210 Tumbling Methods****PED 220 Aquatics 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 290 Technology in Health and Physical Education** *3 credits*

Overview of computer applications and software related to health and physical education.

**PED 315 Motor Development** *3 credits*

This course is an introduction to the study of motor development. The purpose is to provide the student with the knowledge base to understand motor skill development across the lifespan. The course examines the dynamic interaction between cognitive, social, and perceptual motor development in the overall motor development of children. Emphasis is placed on observing and analyzing the movement behavior and performance of children with application to developmentally appropriate movement experiences.

**PED 370 Aspects of Coaching** 3 credits

A study of various techniques, efficiencies and conditions for successful coaching. Investigation into the problems involved in assisting athletes toward development of individual potentials.

**PED 375 Social Issues in Physical Education and Sport** 3 credits

Sport and physical activity as forms of human expression that reflect the current value structure. Topics include: value of American sport, sport and nationalism, sport and physical education as socializing agents, alternative sport models, violence in sport.

**PED 376 Social Structure, the Body and Sport: Explaining Cultural 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.

**PED 464 Clinical Training** 3–6 credits

*Prerequisite: Permission of instructor.*

Observation and fieldwork in the various therapies, including corrective therapy, recreation therapy, and dance therapy.

**PED 467 First Aid and Injury Control** 3 credits

Emergency first aid and CPR procedures. Certification in both.

**PED 468 Sports Medicine** 3 credits

Application of theoretical concepts in exercise physiology to teaching and coaching. Review of literature in sports medicine, including heart attack and rehabilitation, drugs and physical performance, conditioning and training, injuries, work in the heat, nutrition, and weight control in sport. Applicable to coaches, nurses, and premed students.

**PED 469 Adapted Physical Education** 3 credits

Characteristics and needs of the atypical. Program development and modifications in equipment and facilities. Field experiences at community agencies and schools.

**PED 470 Health and Fitness** 3 credits

Methods and materials to prepare students to teach comprehensive health related fitness, including concepts relative to fitness, diet and weight control, and integration with wellness components leading towards development of an active lifestyle.

**PED 472 Techniques of Athletic Training** 3 credits

Diagnosis, treatment, and prevention of athletic injuries. Appropriate training techniques are examined; including electrotherapy, hydrotherapy, cryotherapy, taping, and massage. Laboratory experience required.

**PED 488 Practicum in Teaching** 2 credits

Opportunity for fieldwork in teaching. Pre-student teaching.

**PED 490 Topics in Physical Education** 3 credits

Selected topics in sport studies, recreation, and physical education. Therapy and sports medicine are also included.

**PED 491 Independent Study** 1–3 credits**PED 492 Practicum, Teaching, Fitness Leader, or Coaching** 1–3 credits

Opportunity for field experiences in the area of teaching or coaching. Permission of the department.

**PED 495 Methodological Foundations of Physical Activity** 3 credits

*May be taken for credit more than once.*

Allows the student to acquire teaching competence in a wide variety of sports, games, and movement skills.

**PED 505 Professional Seminar** 3 credits

Contemporary trends and issues in physical education, exercise, and sport. Literature review and analysis of issues from a variety of perspectives. Issues relative to pedagogical, sociological, and physiological parameters will be presented in a seminar format. The course is viewed as a culminating experience for those pursuing the study of physical education.

**Physical Education Skills** 1–2 credits  
*(Activities open to all students.)*  
 Students have an opportunity to choose from a variety of activity courses designed to introduce them to a new sport or lifetime skills. The activities carry 1 credit for semester's work and 2 credits for the full semester.

**PES 100 Beginning Swimming**  
**PES 110 Beginning Tennis**  
**PES 120 Conditioning and Weight Control**  
**PES 121 Slimnastics**  
**PES 130 Karate**  
**PES 135 Personal Defense**  
**PES 138 Tai Chi Chuan**  
**PES 150 Golf**  
**PES 152 Bowling**  
**PES 154 Fencing**  
**PES 200 Personalized Fitness**  
**PES 206 Sailing**  
**PES 210 Intermediate Tennis**  
**PES 225 Weight Training**  
**PES 227 Intermediate Weight Training**  
**PES 228 Aerobics**  
**PES 235 Intermediate Personal Defense**  
**PES 254 Intermediate Fencing**  
**PES 304 Scuba**

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## COMMUNICATION SCIENCES AND DISORDERS

**SPE 104 The Art of Communication** 3 credits  
 This course is an overview of the speech and language components that facilitate effective communication. Students will be given the opportunity to analyze and improve their own speaking skills. Emphasis will be placed on interpersonal communication, including aspects of gender and cultural diversity.

**SPE 106 The Study of Voice and Speech Production** 3 credits  
*Corequisite: SPE 140.*  
 Acquisition of depth and breadth of background in the related sciences of acoustics, neurology, anatomy, physiology, phonetics, and psychology as applied to speech development and improvement. Attention is given to the student's own voice and speech development. Readings from voice and speech science.

**SPE 110 Oral Communication in the Professional World** 3 credits  
 The purpose of this course is to give students strategies and techniques to facilitate communication in professional situations. Curriculum includes developing skills for conducting meetings, the interview process, persuasion, and delivery of information.

**SPE 111 Conference Leadership and the Group Process** 3 credits  
 Designed especially for those entering the professions and business, the course addresses both conference leadership and democratic group participation. Committees of students structure both formal and informal discussions. Individual projects include reports and demonstrations.

**SPE 112 Public Speaking** 3 credits  
 Advanced theory and practice in organization, oral style, and presentation of formal speaking. Persuasion, argumentation, and debate are emphasized.

**SPE 120 Oral Interpretation** 3 credits  
 Interpretation and performance of literary forms such as poetry, prose, and drama for emotional and aesthetic appeal.

**SPE 138 Sound and the Auditory Mechanism** 3 credits  
*Prerequisites or corequisites: BIO 203 and 204.*  
 Basic acoustics, anatomy, and physiology of the auditory mechanism and theories of hearing are studied. Included in the course are laboratory sessions to provide demonstrations with appropriate instrumentation.

**SPE 140 Anatomy and Physiology of the Speech Mechanism** 3 credits  
*Prerequisites or corequisites: BIO 203 and 204.*  
 Anatomical and physiological bases of voice and speech production. Topics include the interaction of respiration, phonation, articulation, and resonance; neural control of speech; cerebral organization of language; and feedback systems of speech production.

**SPE 142 Phonetics** 3 credits  
*Prerequisites: SPE 104 and 140, BIO 203 and 204.*  
 An examination of the production and perception of speech. Emphasis is placed on acoustic, physiologic, and kinesiological approaches to the study of phonetics. Transcription training using the International Phonetic Alphabet and practical experience in acoustic speech analysis are provided.

**SPE 144 Development of Speech and Language** 3 credits  
 Study of the acquisition of speech and language in the normal child and the evolution of the processes of phonology, syntax, semantics, and pragmatics. Theories of language acquisition and methods of assessing language behavior are discussed.

**SPE 350 Speech-Language Pathology I** 3 credits

*Prerequisites:* Required freshman and sophomore courses.

*Corequisite:* SPH 355.

A survey of current professional and clinical problems in SLP. Emphasis is placed on the description, classification, and etiology of functional communication disorders and on the rationale for assessment and treatment procedures.

**SPE 351 Speech-Language Pathology II** 3 credits

*Prerequisites:* Required freshman and sophomore courses.

*Corequisite:* SPE 356.

The course will introduce students to the theoretical foundations of organically-based communication disorders: aphasia, motor speech, fluency, voice, cleft palate. Principles of diagnosis and treatment will be outlined.

**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 Evaluations** 3 credits

*Prerequisite:* SPE 144. *Corequisite:* SPE 350.

Twenty-five clock hours of therapy observations. Weekly seminar participation to discuss theoretical and clinical implications of student 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 Current Issues in Speech-Language Pathology and Audiology** 3 credits

*Open to seniors only.*

This senior seminar focuses on current models of intervention. 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 Schools** 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.



VI

SCHOOL OF  
NURSING

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## School of Nursing

*Alumnae Hall 220*

Kathleen Bond, *Acting Dean*  
Jean Winter, *Associate Dean*

### *Professors*

Dorothea Hays  
Elaine Pasquali  
Catherine Windwer  
Caryle G. Wolahan

### *Associate Professors*

Judith Ackerhalt  
Anice Campagna  
Althea Davis  
Carol Lamanno  
Nancy Noel  
Marybeth Ryan  
Arlene Trolman

### *Assistant Professors*

Stefni Bogard  
Emeh Ekpo  
Marilyn Klainberg  
Mary McLaughlin  
Margaret Silver  
Jean Winter

## Professional 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, science, and nursing.

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 advancing levels of practice. Baccalaureate education in nursing is the foundation for professional practice.

## Educational Strategy

The goal of nursing is to address human needs for the promotion, restoration, and maintenance of health. 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.

## Programs 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),

and have received preliminary approval from the Commission on Collegiate Nursing Education. The School holds membership in the Council of Baccalaureate and Higher Degree Programs in the National League for Nursing and the American Association of Colleges of Nursing.

## The Undergraduate Basic Curriculum

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:

### First Year

*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)

### Second Year

*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

### Third Year

*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

### Fourth 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 Courses (28 credits)

A.A.S. nursing courses or Regents College Examinations

#### Required Courses (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—Basic Students

### Admission Policies for Basic Students

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.

### Transfer Student—Basic Program

All transfer students applying to the undergraduate baccalaureate nursing program must meet the general requirements for admission of transfer students to the University. Students wishing to transfer into the baccalaureate nursing program must have a minimum cumulative G.P.A. of 2.8. The acceptable grade for a transfer of science credits is a C+ or better. Transfer credit will be evaluated by the University's admission committee. Because of the number of applicants and the limitations on available clinical spaces, it is recommended that applicants who have attended other institutions of higher education submit applications for transfer to the University Admissions Office by March 1 (for 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 is required 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 Degrees in Other Majors**

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 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.

### **Admission—Registered Nurse Students**

#### **Admission Policies for Registered Nurses**

An applicant must hold a current registered nurse license in one of the 50 states or territories.

Applicants must meet general University requirements for admission. Transfer students are required to have a minimum cumulative 2.8 G.P.A. from all the institutions from which they transfer. (Transcripts from high school, the school of nursing attended, and any subsequent institutions of higher education must be submitted at the time of application.)

### **Transfer Students**

Graduates from associate degree programs are admitted with all applicable credits obtained in their program; however, 64 is the maximum number of credits an associate degree graduate may apply to the Bachelor of Science degree in nursing. Diploma graduates may obtain the required lower division liberal arts and nursing credits by a combination of Regents College Examinations, CLEP Examinations, and college courses.

Students who have received an A.A. or A.S. degree (but not an A.A.S. degree) from an accredited institution prior to their transfer to 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*
- Annual Mantoux (with CXR if positive),*
- MMR Titers showing immunity*
- Tetanus within 10 years*
- Hepatitis B Vaccine Series or*
- Declination Statement*
- Varicella Titer*

### **School of Nursing Learning Resource Center**

The School of Nursing Learning Resource Center includes three learning laboratories and a computer laboratory. The learning laboratories,

which simulate clinical settings, are used for regularly scheduled classes. Open laboratory skills sessions are held regularly with a clinical coordinator, providing all students with an opportunity for reinforcement of clinical learning.

### **Uniforms**

The School of Nursing has an official student uniform. Students must purchase sufficient uniforms to present a professional appearance in clinical settings.

### **Special Insurance for Nursing Majors**

It is required that all students carry Adelphi University professional liability insurance, which is provided at low cost through a group policy.

### **Travel**

Travel expenses and transportation related to clinical experiences are the responsibility of the student.

### **Voice-Mail**

All nursing students are required to sign up for University Voice-Mail.

### **Standard of Performance Required for Continuance in the School of Nursing**

All students must successfully complete the required science courses and lower division nursing courses in order to progress to junior status in the nursing program.

The standard of performance required in the School of Nursing is C+ or higher in any nursing course. A grade of less than C+ (77%) in any nursing course is unacceptable for progression in the nursing major.

The final grade in any nursing course that includes a clinical component consists of two

parts: Nursing Theory, which is letter graded, and Nursing Clinical Laboratory, which is graded 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 syllabus for the course 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.

### **Honors in Nursing**

*Sigma Theta Tau (National 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.

### **School of Nursing Honors**

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.

### **School of Nursing Organizations**

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.

### **Independent Study**

Students in the School of Nursing may take up to a total of 9 credits of individualized study toward the baccalaureate degree.

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## COURSES OF INSTRUCTION

### SCHOOL OF NURSING

#### **NUR 255 Wellness Across the Lifespan** 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 Nutrition in Nursing: A Holistic Approach** 3 credits

##### *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 Communication in the Nursing Context** 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 Human Assessment: A Holistic Approach** 4 credits

##### *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 Introduction to Holistic Clinical Practice** 6 credits

##### *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 Pharmacology: A Holistic Approach** 3 credits

##### *Generic Requirement.*

*Prerequisites: All required sciences and all 200-level nursing courses.*

This required professional course is a study of the holistic nursing care of clients influenced by medications. Students will learn to apply bio-psycho-social-spiritual and cultural theoretical concepts and principles, using the nursing process, in order to provide rational, safe, and effective drug therapy for clients of all ages. Relevant research is incorporated and the legal and ethical components of drug therapy are considered.

#### **NUR 301 Theory in Nursing\*** 4 credits

##### *RN Requirement.*

Introduces students to the structure of the discipline of nursing. Ways of knowing are explored as ways to structure nursing knowledge. Selected theoretical and conceptual models and their application to nursing practice, research, and education are discussed.

\*May be taken for undergraduate *or* graduate credit.

#### **NUR 312 Health Assessment Throughout the Life Span (Laboratory)** 3 credits

##### *RN Requirement.*

Examines health assessment based on theories and concepts of health and wellness as well as the variables that influence the health status of a consumer throughout the life cycle. Skills essential to health assessment are performed on consumers of various ages to formulate nursing diagnoses and health care plans.

**NUR 314 Family/Group/Community Assessment**

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 Therapeutic Communication**

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.

**NUR 365 Alterations in Holistic Integrity of the Childbearing Family**

5 credits

*Generic Requirement.*

*Prerequisites:* All required sciences and all 200-level nursing courses.

*Corequisite: Pharmacology.*

This required professional course for baccalaureate nursing students is an extensive study of the holistic nursing care of childbearing families. Students will learn and apply bio-psycho-social-spiritual, cultural and genetic theoretical concepts and principles, using the nursing process, to the care of clients during pregnancy, childbirth, the postpartum, and newborn periods. Emphasis is on nursing care designed to prevent and treat common complications and to promote optimal well-being. Relevant research is incorporated and the legal and ethical components of client care are considered.

**NUR 375 Alterations in Physiological Integrity I: A Holistic Approach**

5 credits

*Generic Requirement.*

*Prerequisites:* All required sciences and all 200-level nursing courses.

This required professional course for baccalaureate nursing students is the first part of an extensive study of the holistic nursing care for adult clients with alterations in physiological integrity. Students will learn and apply bio-psycho-social-spiritual and cultural theoretical concepts and principles, using the nursing process, in order to care for adult clients experiencing selected physiological alterations. Emphasis is on nursing care 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 385 Alterations of Holistic Integrity of Children**

5 credits

*Prerequisites:* All required sciences, all 200-level nursing courses, and NUR 375.

This required professional course for baccalaureate nursing students is a study of holistic nursing care for children of varying ages with alterations in physiological integrity. Students will learn and apply bio-psycho-social-spiritual and cultural theoretical concepts and principles, using the nursing process, to the care for children experiencing selected alterations in physiological integrity. Emphasis is on age-related nursing care designed to prevent complications and to promote optimal well-being in the child and family. Relevant research is incorporated and the legal and ethical components of child care are considered.

**NUR 400 Research in Nursing\***

3 credits

*RN Requirement.*

*Prerequisites:* All 300-level nursing courses and MTH 113.

Encourages a spirit of inquiry and critical thinking. Aims to produce an intelligent consumer of nursing research. By focusing on the research process, the course enables the student to critique and use nursing research.

**NUR 413 Promoting Wellness**

3 credits

*RN Requirement.*

*Prerequisites:* All 300-level nursing courses.

Focuses on assessment of individual and family health status throughout the life cycle. Health promotion and maintenance are stressed. Concepts related to family therapy, consumerism, and advocacy are addressed. Students learn such strategies for improving client health as risk assessment, stress management, nutritional counseling, and health teaching. Includes a clinical practicum.

**NUR 421 Teaching in Nursing Practice\***

4 credits

*RN Requirement.*

*Prerequisites:* All 300-level nursing courses.

This course is designed to educate nurses in the principles and practice of teaching clients, families, groups, and ancillary personnel. Theories of learning and teaching are presented. Students apply these concepts to the clinical setting in which the student functions. The focus is on activities and strategies that promote learning and effect behavioral change. Students prepare and present a teaching plan for a designated population, and design and implement an individual client/family teaching project in a health care or community agency.

**NUR 441 Professional Development: Health Issues and Politics\***

3 credits

*RN Requirement.*

*Prerequisites:* All 300-level nursing courses.

Analyzes the social, political, and economic contexts of nursing. The course enables the student to evaluate trends and issues in nursing and nursing education, and their implications for the profession and society.

\*May be taken for undergraduate or graduate credit.

**NUR 453 Chronic Care** 3 credits  
*RN Requirement.*

*Prerequisites:* All 300-level nursing courses.

This course focuses on assessment and evaluation of individuals and families in the restorative and rehabilitative phases of illness, disability, and chronic illnesses. Principles of family theory, health teaching, and research are used by the student, as are strategies of planned change, advocacy, collaboration, and referral. Knowledge of cultural patterns are integrated into understanding the coping and change processes. This course includes a clinical practicum.

**NUR 455 Alterations in Physiological Integrity II: A Holistic Approach** 6 credits

*Prerequisites:* All required sciences, all 200-level nursing courses, and NUR 375.

This required professional course for baccalaureate nursing students is the second part of an extensive study of holistic nursing care for clients with alterations in physiological integrity. Alterations in Physiological Integrity I: A Holistic Approach is a prerequisite. Students will learn and apply bio-psycho-social-spiritual and cultural theoretical concepts and principles, using the nursing process, in order to care for adult clients experiencing selected alterations in physiological integrity. Emphasis is on nursing care 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 465 Alterations in Holistic Integrity Managed in the Community** 3 credits

*Prerequisites:* All required science courses, all 300-level nursing courses, NUR 365, NUR 375, and NUR 385.

*Prerequisites and/or corequisites:* NUR 300, NUR 455, and NUR 485.

Using a holistic approach, this course focuses on the study of community-based nursing care of individuals, families, aggregates, and people in community settings as part of the world confronted by common health problems. Epidemiology, in relationship to community and world settings and as a research instrument useful to all health workers, is a significant part of this course. Relationships of individuals in families and groups and as part of local and world communities are stressed. Emphasis will be placed on the client at home within the context of the family and the community. Within a holistic framework, students will acquire a greater understanding of the dynamics operating in families, groups and communities; students will also develop skills in the assessment and diagnosis of client health. Nursing care will include cultural, spiritual, psychosocial, economic, and biological aspects related to the client, whether they are families, groups, or communities.

**NUR 485 Alterations in Mental Health: A Holistic Approach** 6 credits

*Prerequisites:* All required science courses and 200-level nursing courses.

*Prerequisites or corequisites:* NUR 300 and NUR 375

This course takes a holistic approach to alterations in mental health across the life span. Students will learn and apply bio-psycho-social-spiritual theoretical concepts and principles, using the nursing process, to the care of clients experiencing mental illness. Themes of mental health-mental illness as they affect individuals, groups, and communities will be explored. Nursing practice will involve multicultural client populations in hospitals, long-term care facilities, and/or other community agencies. Students will examine the perceptions and meanings clients ascribe to their illness experience within their cultural context. Relevant research, as well as legal and ethical components of client care, will be incorporated.

**NUR 498 Professionalism in the Provision of Holistic Care** 9 credits

*Prerequisites:* All required science and nursing courses.

This 9-credit course has 4 credits of classroom theory, 3 credits of a clinical component, and a 2-credit seminar.

The 4-credit **theory** course analyzes the social, economic, and political context in which professional nurses provide holistic care. The course draws on the historical development and patterns of nursing education and practice to examine current professional developments in nursing and to provide a bridge to the future. Discussion focuses on trends and issues, as well as on research and concepts of effective leadership and management that impact on the provision of holistic care. Students are assisted in integrating beliefs, ideas, and attitudes into a personal philosophy of professional nursing.

The 3-credit **clinical** component is a concentrated culminating practicum that involves assessing, planning, implementing, and evaluating holistic nursing care for individuals, families, and groups in selected health care agencies. Students, in collaboration with their academic advisors, meet to determine the clinical focus in placement for this internship. A diversity of clinical settings are utilized in a variety of geographic locations. The practicum also includes experience in leadership/case management as a member of an interdisciplinary health care team.

The 2-credit **seminar** component utilizes a holistic conceptual framework to synthesize the multiple and complex levels of learning and practice that the students are experiencing in the course of their individual senior internships. Weekly group discussions, related to the application of specific topics experienced by students in the clinical arena, provide the framework for this seminar. An essential element of this course is assisting students in their transition from student to graduate nurse.

VII

GORDON F. DERNER  
INSTITUTE OF ADVANCED  
PSYCHOLOGICAL STUDIES

## Gordon F. Derner Institute of Advanced Psychological Studies

*Blodgett Hall 212*

Louis H. Primavera, *Dean*  
Susan Petry, *Chair*

*Distinguished Research Professor*  
George Stricker

### *Professors*

Wilma S. Bucci  
Rebecca C. Curtis  
Morris Eagle  
Lawrence Josephs  
Morton Kissen  
Robert Mendelsohn  
Coleman Paul  
Susan Petry  
Patrick L. Ross  
Janice Steil  
Ellenmorris Tiegerman

### *Associate Professors*

Karen Lombardi  
Joseph W. Newirth  
Kate Szymanski  
Joel Weinberger

### *Assistant Professor*

Denise Hien

### *Clinical Professor*

Jonathan Jackson

### *Assistant Clinical Professors*

Michael Civin  
Michelle Collins  
Diana Fosha  
Dodi Goodman  
Kirkland Vaughns

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.

### **Requirements for the Bachelor of Arts in Psychology** (41 credits)

Apart from the General Education requirements there are specific requirements for students who wish to major or minor in psychology. For psychology majors and minors, only psychology courses in which grades of C- or above are obtained will fulfill the psychology requirements, and students must have a cumulative grade average of C or above in psychology courses.

The department has divided its offerings into six groups, listed below.

#### **Introductory Courses**

PSY 101	General Psychology
PSY 102	Introduction to the Psychology Laboratory

#### **Methods Courses**

PSY 137	Psychological Statistics
PSY 241*	Experimental Methods

*\*Note: Students may substitute PSY 245 for PSY 241 and one of the Laboratory courses.*

**Central Courses** (A minimum of 3 courses)

PSY 202	Principles of Behavior Analysis
PSY 250	Neuropsychology
PSY 262	Social Psychology
PSY 272	Psychology of Perception
PSY 292	Cognitive Psychology

**Laboratory Courses** (1 course)

PSY 203	Behavior Analysis Laboratory
PSY 263	Social Psychology Laboratory
PSY 273	Perception Laboratory
PSY 293	Cognitive Psychology Laboratory

**Advance Topics Courses in Foundation Areas** (2 courses)

PSY 402	Special Topics in Behavior Analysis
PSY 415	Special Topics in Developmental Psychology
PSY 452	Special Topics in Neuropsychology
PSY 455	History of Psychology

PSY 462	Special Topics in Social Psychology
PSY 472	Special Topics in Sensation and Perception
PSY 482	Special Topics in Personality/Clinical Psychology
PSY 493	Special Topics in Cognitive Psychology

**Additional Courses**

Four 3-credit courses in the major

**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.

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## COURSES OF INSTRUCTION

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

*Note: All courses below the level of 300 require students to participate in psychological research.*

**PSY 101 General Psychology** 3 credits  
An introduction to the study of behavior. The areas of sensation and perception, motivation and learning, physiological psychology, developmental and comparative psychology, and measurement are investigated using the methods and data of scientific psychology.

**PSY 102 Introduction to the Psychology Laboratory** 3 credits  
*Prerequisite or corequisite: PSY 101.*  
This course is primarily a laboratory course that parallels the General Psychology course and introduces the student to the techniques of gathering the empirical evidence for the science of psychology. Development of scientific writing skills is emphasized.

**PSY 111 Behavior Modification** 3 credits  
*Prerequisite: PSY 101.*  
Some of the important concepts, principles, and techniques of behavior modification are presented. The focus is upon behavioral methods rather than upon surgical or pharmacological methods. Selected issues including techniques of self-control, desensitization, and covert conditioning will be discussed.

**PSY 115 Developmental Psychology** 3 credits  
*Prerequisite: PSY 101.*  
This course studies child development from conception to adolescence. Lectures and readings focus on historical and cultural perspectives on childhood, genetics, and environmental health; the evolution-based approach to development; research on infant perception and language development; social development; and abnormal development. Major theorists such as Freud, Kohlberg, and Piaget are discussed with an emphasis on their theories of cognitive and personality development.

**PSY 116 Developmental Psychology II (Adolescence)** 3 credits  
*Prerequisite: PSY 101.*  
An extension of the study of the life cycle from middle childhood through late adolescence. This course surveys developmental issues in areas of physiological, cognitive, and socio-emotional behavior of adolescents as well as some societal problems involving adolescents.

**PSY 137 Psychological Statistics** 4 credits  
*Prerequisite: PSY 101.*

Introduction to the basic concepts and techniques of statistics as applied to psychology. Fundamental principles and procedures of descriptive and inferential statistics, including simple analysis of variance, are presented.

**PSY 202 Principles of Behavior Analysis** 3 credits  
*Prerequisite: PSY 101.*

An intermediate course in behavioral analysis. Students are exposed to principles of behavior analysis derived from the laboratory work of Thorndike and Pavlov through the work of contemporary behaviorists. Topics include operant behavior, reflective behavior, schedules of reinforcement stimulus control, associative principles, species comparisons, and aversive control. Results from both human and animal investigations will be included and implications for human applications will be explored.

**PSY 203 Behavior Analysis Laboratory** 3 credits  
*Prerequisites or corequisites: PSY 101, 102, and 202.*

Students are exposed to principles of behavioral analysis exemplified in a series of classroom experiments. Students work in pairs with modern conditioning apparatus, using both animal and human subjects. Experiments include shaping, operant behavior, extinction, schedules of reinforcement, stimulus control, self-control, operant control of human physiological responses, rule-governed behavior, and aversive control.

**PSY 241 Experimental Methods** 2 credits  
*Prerequisites: PSY 102 and 137.*

An analysis of the experimental method as applied to problems of human behavior. A major emphasis is on the design of experiments. Students are expected to develop their critical thinking skills through analysis of the research literature. This course is designed as a prerequisite or corequisite to laboratory courses in cognition, perception, and social psychology.

**PSY 245 Experimental Psychology** 4 credits  
*Prerequisite: PSY 137.*

An application of research methods in the exploration of traditional experimental topics. A major objective is the acquisition of skills in the design, execution, analysis, and reporting of experiments with human subjects. This course is the summer school offering of a basic course in human experimental psychology. It is a substitute for PSY 241 plus a lab (PSY 263, 273, 293) and combines aspects of 241 (Experimental Methods) with aspects of the basic lab courses.

**PSY 250 Neuropsychology** 3 credits  
*Prerequisite: PSY 101.*

Neuropsychology examines and describes what is known about how the brain mediates different kinds of behavioral functions and dysfunctions. It surveys the research findings upon which conclusions about brain-behavior relations are drawn, and outlines the nature of response mechanisms and the internal environment.

**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 Psychodynamics and Treatment of the Addictive Personality** 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 Disorders in Childhood** 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 Practicum in Mental Health Service**

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 Practicum in Experimental Psychology**

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 Special Topics in Behavior Analysis**

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 Special Topics in Developmental Psychology**

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 Special Topics in Neuropsychology**

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 History of Psychology**

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 Special Topics in Social Psychology**

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, human aggression, social cognition, psychology and law, and organizational behavior.

**PSY 472 Special Topics in Sensation and Perception**

3 credits

*Prerequisites: PSY 101 and 272.*

An advanced, in-depth treatment of theory, research, and application of a narrow topic or set of topics in sensation and perception. Topics may vary from offering to offering but all will focus on current work. Topics include: Sensory processes, comparative sensory mechanisms, perception of music and art, perceptual factors in drama analysis.

**PSY 482 Special Topics in Personality/Clinical Psychology**

3 credits

*Prerequisites: PSY 101 and 283 or 284.*

An in-depth look at research theory and application regarding a constrained topic or set of topics in personality and "clinical" psychology. Topics will vary from offering to offering and will include an overall survey of major concepts and practices of various therapeutic approaches, a specific approach within clinical psychology, and a specific research topic within clinical psychology.

**PSY 490, 491 Directed Individual Research**

1-3 credits each

*Prerequisite: Permission of Chair.*

Students who have advanced beyond the Practicum in Experimental Psychology (PSY 398) and who may be considering graduate studies are encouraged to take this course. Under the supervision of a member of the departmental faculty, students individually design and conduct an empirical study in a selected research area or carry out an intensive reading program. Based on the work, the student must submit a final report.

**PSY 493 Special Topics in Cognitive Psychology**

3 credits

*Prerequisites: PSY 101 and 292.*

Focus on theory and research in selected topics in cognitive psychology. Selected topics will vary over semesters. Some possible topics include human memory, the structure of knowledge, psychology of reading, attention and consciousness, psycholinguistics, problem solving, cognitive development, and applications of cognitive psychology.



SCHOOL OF  
SOCIAL WORK

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## School of Social Work

*Social Work Building 229*

Brooke Spiro, *Acting Dean*

Louise Skolnik, *Associate Dean*

J. Julian Rivera, *Director, Undergraduate Social Welfare Program*

Peter Chernack, *Director of Field Education*

Pamela Timmins, *Coordinator, Manhattan Center Program*

### *Professors*

Gertrude Goldberg

Lawrence Grossman

Cecil St. George Henry

Gideon Horowitz

Narayan Viswanathan

Janice Wood Wetzel

W. Cody Wilson

### *Assistant Professors*

Julie Cooper Altman

Herbert Schwarz

### *Visiting Professors*

Patricia Joyce

Steven Krantz

### *Associate Professors*

Richard Belson

Roni Berger

Ellen Bogolub

Carl Buxbaum

Ivory H. Holmes

Roger Levin

J. Julian Rivera

Ellen Rosenberg

Louise Skolnik

Brooke Spiro

Carol Sussal

## Professional Philosophy

Social work is a profession that seeks to ameliorate human suffering. This commitment is based upon the assumption that people, individually and collectively, are redeemable, and that strategies to enhance and restore a capacity for social functioning are both capable of discovery and teachable. Multidisciplinary knowledge

gleaned from the arts and sciences is essential to the education of social workers, for the profession requires learned human beings who have been exposed to a breadth of ideas and information. Social work education is grounded in the belief that environmental influences affect the development and well-being of people and must be taken into account when assessing behavior and life situations.

## Educational Strategy

Undergraduate social work education at Adelphi University applies the philosophy of the profession within a distinctive baccalaureate program. Students are prepared for entry-level, generalist practice. They are educated to think, act, and work in a comprehensive, systematic manner, fulfilling the mission of the profession through the enhancement of individual potential and family functioning, and the development of constructive social policies, programs, and services. Students acquire a sense of social responsibility through the continuous improvement of people and their environments, and involvement in a wide spectrum of social concerns. Rather than being taught selected ideas as single truths, Adelphi students grapple with opposing positions and consider critically a broad range of facts and concepts, testing abstract ideas in the real world. By so doing, they learn to apply knowledge prudently toward the resolution of personal and family problems and the social conditions that affect well-being. Because we know that knowledge for the 21st century transcends national boundaries, courses offered by the Adelphi School of Social Work include a global perspective.

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 General Education requirements.

## Programs 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 a part-time, 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 Huntington 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 B.S.S.W. and M.S.W. programs are 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.), aims to prepare students for entry-level, generalist social work practice. 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 addi-

tional 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 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;
- 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 accomplished through the Undergraduate Social Work Division (located in the School of Social Work). Transfer students must first apply for admission to the University. Students must achieve a grade-point average of at least 2.8 in the liberal arts to be eligible. 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
History (American)	HIS 103 or 104
History (World)	HIS 101 or 102
Political Science	POL 101
Psychology	PSY 101
Sociology	SOC 100

\* 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 243	Understanding the Culture of Ethnic and Immigrant Groups
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: History and Philosophy of Social Welfare
SWK 510	Human Behavior Theory for Social Work Practice I

**Senior Year Social Welfare Requirements**  
(26 credits)

SWK 501	Issues in Social Welfare II: Inequality, Inequity, and Social Justice
SWK 511	Human Behavior Theory for Social Work Practice II
SWK 520	Foundations of Social Work Practice I
SWK 521	Foundations of Social Work Practice II
SWK 542	Oppression, Race, Culture, and Ethnicity in Social Work
SWK 557	Social Work Research I
SWK 590	Field Instruction III
SWK 591	Field Instruction IV

**Social Welfare Electives**

SWK 306	Introduction to Social Services with Children
SWK 338	Law and Social Welfare

**Field Instruction Sequence**

SWK 334	Field Instruction I
SWK 335	Field Instruction II
SWK 590	Field Instruction III
SWK 591	Field Instruction IV

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 into 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 2.8, 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. Based at Adelphi University/SoHo in New York City and the Huntington campus in western Suffolk County, 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 flexible model also accommodates students who are changing fields and pursuing a

career in social work. The requirements for admission to the ANSWER program are the same as for those applying to the Social Welfare Program on the main campus.

### **Course of Study (ANSWER)**

Students must complete the same sequence of social welfare courses and field instruction required of all students in the traditional program. The General Education requirement is waived for ANSWER students, who generally begin to take social welfare courses with an associate's degree in liberal arts or its equivalent. ANSWER students who need additional liberal arts credits to meet requirements for graduation may take them concurrently with social welfare courses or during the summer. Typically, full-time ANSWER students take their 42 social welfare credits in four consecutive semesters, attending classes two or three evenings a week.

### **Field Instruction (ANSWER)**

Field instruction provides students with the opportunity to work directly with people in a social agency under professional M.S.W. supervision. Many ANSWER students apply for work/study internships within their human service employment settings. Students who are not employed in social service agencies or cannot meet 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.

### **Credit for Prior Learning Experience (ANSWER)**

ANSWER students may be eligible to apply for up to a maximum of 10 prior learning elective credits. 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.

## **Admissions 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. Upon review of the application materials by the Undergraduate Committee, a determination is made and the applicant is notified by mail.

### **Transfers**

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 Core 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.

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 consult with a sponsoring faculty member before registering for each course.

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## 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 Services 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 children, and examines selected policy issues.

#### **SWK 332 Introduction to Principles and Practice in Social Work I** 3 credits

This course introduces the knowledge, values, and skills underlying generalist social work practice. Through an experiential and didactic process, students are introduced to communication theory, interviewing skills, systems theory, social problems and issues, and the varied roles of professional social workers.

#### **SWK 333 Introduction to Principles and Practice in Social Work II** 3 credits

*Prerequisite: SWK 332.*

This course focuses on the transactional process of the social worker, client system, agency, and community. A "case to cause" model serves as the framework within which students consider a range of social problems, fields of practice, and client populations. Students are introduced to the bio-psycho-social conceptual framework and to the foundation skills of generalist social work practice.

#### **SWK 334 Field Instruction I** 2 credits

*Corequisite: SWK 332.*

This course is the first half of a year-long instruction internship completed during the junior year of the B.S.S.W. program. Students are placed in social agencies and are introduced to varied social work methods, client populations, and service delivery systems. Students receive assignments that facilitate the development of beginning practice skills.

#### **SWK 335 Field Instruction II** 2 credits

*Corequisite: SWK 333.*

This course is the second half of a year-long field instruction internship completed during the junior year of the B.S.S.W. program. (*See above.*)

#### **SWK 338 Law and Social Welfare** 3 credits

This course examines the interdependence of law and social work. It is designed to help the social worker understand the legal dimensions of social problems. The need to be familiar with legal requirements in a number of social service settings and to work within the framework of legal mandates is considered.

#### **SWK 500 Issues in Social Welfare I: History and Philosophy of Social Welfare** 3 credits

This introductory course in social welfare policy focuses on three major themes: the development of social work as a profession, the evolution of social welfare institutions, and the changing role of government in the provision of social welfare. These three themes are examined with an emphasis on the philosophical, economic, social, and political forces that shaped their history.

#### **SWK 501 Issues in Social Welfare II: Inequality, Inequity, and Social Justice** 3 credits

*Prerequisite: SWK 500.*

Inequality as a fact of contemporary society, the inequitable treatment of specific groups, and the meaning of, and case for, social justice are topics explored in this course. The two major organizing themes are the divisions between Americans based on social class, race, ethnicity, and gender, and our collective efforts to close the gaps in income, rights, and general well-being that sustain those divisions.

#### **SWK 510 Human Behavior Theory for Social Work Practice I** 3 credits

#### **SWK 511 Human Behavior Theory for Social Work Practice II** 3 credits

*Prerequisite: SWK 510.*

These two courses present a bio-psycho-social perspective on human behavior across the life cycle through selected theories and empirical data drawn from the social and life sciences. Both functional and dysfunctional behavior are addressed within the context of emotional and physical development, family forms, social roles, and life experiences in the home, workplace, and community. Particular attention is given to the influence of gender, ethnicity, and socioeconomic class. The first course focuses on personality theories and the influence of environment on human development in the first six years of life. The second course begins with the latency age child and applies the bio-psycho-social theoretical perspective to the ensuing stages of development through the remainder of the life cycle.

**SWK 520 Foundations of Social Work Practice I**

3 credits

This first practice course will provide foundation knowledge within the context of a generalist intervention model. Knowledge and skills for social work practice at the micro, mezzo, and macro levels will be taught from an integrative practice framework. Students will be introduced to social work values, theoretical concepts, and interventive activities common to all social work practice methods.

**SWK 521 Foundation Practice II: Generic Elements of Social Work Practice**

3 credits

*Prerequisite:* SWK 520.

*Corequisite:* SWK 691.

This course focuses on the theories and skills necessary to social work practice with individuals, families, groups and communities as a means of enhancing role performance and social functioning. The development of skills in facilitating the interaction of client systems and environments are emphasized, using a systems perspective in relation to problem solving. Crisis intervention, ego support, linking clients to resources, and alleviation of environmental stressors are considered. The small group and groups as representative of communities are examined as vehicles for growth, goal attainment, and empowerment.

**SWK 542 Oppression, Diversity, and the Struggle for Human Rights in Social Work Practice**

3 credits

*Enrollment open to students who have taken or are currently enrolled in SWK 500.*

This course emphasizes the systemic nature of oppression, and the responsibility of and necessity for social work professionals to engage in the fight for social justice and human rights. Students are sensitized to the social context within which populations at risk must learn to function so as practitioners they can better assess and work with these populations from a perspective of empowerment. Within this context the course examines basic concepts about ethnicity as they are reflected in the experience of several ethnic groups.

**SWK 557 Social Work Research I**

3 credits

*Enrollment open to students who have taken or are currently enrolled in SWK 500.*

Integrates material from the philosophy of science, measurement, research design, and statistics into a coherent view of the social research process. The course applies the concepts and procedures of social research to the professional practice of social work by focusing on phenomena that the profession deals with in its practice. Examples are offered of actual research that has contributed to the social work knowledge base.

**SWK 590 Field Instruction III**

4 credits

*Required of seniors.*

*Corequisite:* SWK 520.

This course is the first half of a year-long field instruction internship completed during the senior year of the B.S.S.W. program. The field instruction internship provides the experiential component of social work education in which students work directly with clients in a social agency under professional social work supervision. There is an emphasis on developing foundation skills for work with individuals, families, groups, and communities. Students are expected to complete a minimum of 400 hours of internship during SWK 590 and 591.

**SWK 591 Field Instruction IV**

4 credits

*Required of seniors.*

*Prerequisite:* SWK 590.

*Corequisite:* SWK 521 and 522.

This course is the second half of a year-long field instruction internship completed during the senior year of the B.S.S.W. program. (See SWK 590 above.)

IX

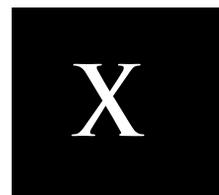
CENTER FOR  
HEALTH AND  
HUMAN SERVICES

## **Center for Health and Human Services**

### **Professional Philosophy**

The Center stimulates and supports innovative programs in health and human services. It draws on faculty from several of Adelphi's professional schools and undergraduate programs to offer interdisciplinary courses and programs. Further, the Center fosters the development of linkages to health and human service agencies in the community to enrich teaching and provide opportunities for new, real-world experiences that prepare students for the contemporary job market. In addition to the Certificate Program on Aging and the Addictions Specialist program, certificates of added competencies will also be offered through a variety of programs. The Center also works with other units of the University in sponsoring continuing education activities.

The Center serves as a resource to Long Island and New York City in the areas of health and human services research, consultation, and program support. The involvement of graduate and undergraduate students in these activities is encouraged. As part of its academic mission, the Center provides leadership in understanding the role of higher education in the evolving world of health care and human services.



S TUDENT  
LIFE

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## Student Life at Adelphi

### Student 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 University. It is in this way that students thrive and become well-rounded Adelphi alumni.

If you have suggestions for augmenting student life at Adelphi, or have other issues or concerns, please see the Dean of Student Affairs in University Center 106, (516) 877-3660.

### Office of Disability Support Services

The Office of Disability Support Services provides cost-free assistance to Adelphi students with documented physical, learning, or psychological disabilities to ensure equal access to the University's programs. Such assistance may include academic assistance (note takers, readers, interpreters, etc.), special testing arrangements, classroom and parking accessibility, and other assistance as necessary. It is located in the University Center, Room 310, and is open Monday through Friday, from 8:30 a.m. to 5:00 p.m. The coordinator may be reached at (516) 877-3145. For more information, please see "Academic Assistance for Students with Disabilities" in the *Rules and Regulations* section of this *Bulletin*.

### Study Abroad

The Office of International Student Services/Study Abroad offers a variety of educational program opportunities for Adelphi students to spend a semester or a year of their undergraduate experience at colleges or universities abroad. The University is affiliated with a number of agencies that feature academic programs in a wide range of countries.

- **American Institute for Foreign Study**  
Australia, Austria, China, France, Great Britain, Ireland, Italy, Russia, and Spain
- **Council for International Educational Exchange**  
Czech Republic, France, Hungary, Poland, Slovakia, and Spain
- **Denmark's International Study Program**
- **Washington International Studies Council**  
England (Oxford University)

Through Adelphi, students also can participate in numerous study abroad programs in cooperation with other U.S. institutions of higher education. Some of the programs listed are taught in English and do not require proficiency in another language.

The Office is located in the University Center, Room 106, (516) 877-4990.

### Residential Life and Housing

Adelphi is an international university with students joining us from 34 states and more than 50 nations overseas. It provides a true cosmopolitan atmosphere, in which the most and best can be gotten from the academic life.

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. Additional information is available from the Office of Residential Life and Housing, Earle Hall 100, (516) 877-3650, or at [www.adelphi.edu](http://www.adelphi.edu).

### **The Ruth S. Harley 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 Adelphi computer store, 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 a pizzeria and a convenience store.

### **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 La Union Latina. Students may also enhance knowledge in their field of study through participation in academic societies and organizations. Such organizations include interAct, Pre-Law Society, Undergraduate Social Work Council, and the Computer and Math Club.

The 13 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.

### **Orientation**

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, Orientation is located in the University Center, Room 110, (516) 877-3603.

### **Intercollegiate Athletics and Intramural Activities**

Intercollegiate athletics have been an integral part of the Adelphi University educational experience since 1896. Today, Panther teams compete in 15 sports: men's soccer, golf, cross-country, basketball, baseball, tennis, and lacrosse; women's 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 five years; women's soccer has qualified

for the NCAA Tournament six times in the last nine years and has competed in the Final Four nationally; the lacrosse team has won six national titles ('79, '81, '93, '95, '98, and '99) and was second in 1996 and 1997; and the men's basketball team received NCAA bids each of the last five years.

As a member of the New York Collegiate Athletic Conference, the athletic program won the coveted Commissioners Cup both in 1997 and 1999. This "Cup" is the culmination of the conference's year-long competition for conference championships of which Adelphi won six.

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, Room 106, (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 106 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 introduces interested members of the University community to houses of worship in the area. On the third floor of the University Center they maintain the Interfaith Chapel, the Interfaith Library, and the Offices of the Jewish, Catholic, and Protestant Chaplains.

### **Personal Counseling**

When a student faces stresses and pressures, the Student Counseling Center is there to help. Located in room 310 of the University Center, (516) 877-3646, the Center offers a variety of services including individual and group therapy, consultation and assessment, crisis intervention, and referrals to both on-campus and off-campus resources. Our monthly wellness workshop series offers students a forum to discuss the many issues that impact their lives. The Center also offers education and confidential counseling to students regarding drug and alcohol abuse issues.

Another significant on-campus resource is The Center for Psychological Services, which offers psychotherapy and psychological testing to students, staff, and the surrounding community. It is housed in the Hy Weinberg Building and is part of the Derner Institute for Advanced

Psychological Studies. Professional and confidential services are provided at no fee to members of the Adelphi community, (516) 877-4820.

### **Health Services Center**

The Health Services Center provides high quality health care and health education to the University community. Registered nurses are available 24 hours a day, seven days a week, during the semester; during semester breaks and throughout the summer, registered nurses are available during daytime hours Monday through Friday. Appointments with the University physicians are made through the Health Services Center. The Health Services Center is located in Waldo Hall, (516) 877-6000.

XI

ACADEMIC  
SUPPORT

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## Academic Support 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 special needs or questions may stop by the Office of Academic Services and Retention, Monday through Friday, from 9:00 a.m. to 5:00 p.m., or arrange an appointment. Students in our off-campus sites may also utilize this office. See also, "Academic Advising" in the chapter titled "Rules and Regulations."

### University Learning Center

Recognizing that students may sometimes need tutoring, consultation, or other forms of assistance with their studies, the Office of Academic Services and Retention maintains the University Learning Center, located in Earle Hall, lower level. Students are encouraged to visit the Center for help in enhancing their reading, writing, critical thinking, research, and study skills. Seminars on special learning topics, review sessions for particular courses, and individualized tutoring are also conducted by the University Learning Center.

### The University Libraries

The University Libraries are composed of Swirbul Library, the Science Library, and the libraries at the Manhattan and Huntington Centers. The libraries offer facilities, resources, and services in support of the instructional, research, cultural, and student life programs of the University. They are dedicated to providing information and instruction as a central and integral part of the total educational experience of every student. The libraries are committed to providing state-of-the-art information systems and services. These include both CD-ROM and internet-based electronic information resources, full text retrieval systems, and document delivery services. Members of the library faculty are available to provide instruction in the use of the Libraries and their resources.

Swirbul library serves as the main library, with particular strengths in the humanities, social sciences, and professional studies. Swirbul houses general reference services, circulation/reserve reading, periodicals, microforms, interlibrary loan and document delivery services, nonprint media services, a multimedia classroom, the fine and performing arts collection, special collections, university archives, the curriculum materials center, two computer laboratories, and a language laboratory. The notable special collections include William Blake;

William Cobbett; William Hone; Americana; 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 Gephart Hauptmann; and the Robert R. McMillan Collection of Political and Presidential Memorabilia including his Panama Canal papers. The Aimee Ornstein Memorial Library represents an outstanding collection in the areas of banking, money management, and finance. The library is also a selective depository for official publications of the United States and New York State. The Adelphi Catalog Online (ALICAT) provides computerized access to the Libraries' holdings.

The Science Library, located in the Science Building, contains collections in the areas of physics, chemistry, and biology. Collections are maintained in the libraries at both the Manhattan and Huntington Centers in support of the academic programs offered on those campuses.

### **Computing Center**

The Buchanan Computing Center is located on the lower level of the School of Business. Adelphi's "Information Commons," housed in the Swirbul Library, contains over 100 computer systems for general access use. These computer systems feature the latest software and other course specific programming packages. The Center presently supports over 1,200 personal computers on campus, many of them in 15 academic computer labs located throughout campus in specific departments. These include the Graphics Art lab containing high performance Macintosh computers and advanced graphics packages including QuarkXpress, Illustrator, and Photoshop, and a Biology Lab containing specialty software such as A.D.a.m. and Skeletal Anatomy. A high-speed network backbone provides access to e-mail, the Internet, and other computer applications on campus. The Computing Center provides remote access to software, the library catalog system (ALICAT),

and library CD-ROMs. Resident students may request a network connection in their dorm room to the Adelphi network, and all students are entitled to have e-mail accounts and complete Internet access. Faculty can obtain computer support or assistance on technology projects from the Faculty Development Center.

### **The Center for Career Development**

The Center for Career Development educates students in the skills they will use for a lifetime as they select, enter, change, or advance in a career.

Adelphi students may come to the Center to research a library of timely information about careers and the job market; to analyze their career interests using computerized or written tests; to obtain information about admission to graduate or professional school; to review listings of current full-time, part-time, and seasonal employment opportunities and internships sorted into career fields; and to attend workshops in which students learn to develop a job search strategy, produce effective résumés and letters, and prepare and practice for interviews. Individual confidential career counseling is available by appointment and during walk-in hours.

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

The Center for Career Development, located in Post Hall, is open year round from 8:30 a.m. to 4:30 p.m., Monday through Friday, with extended hours on some Wednesdays. The Center accommodates all on- and off-campus students, including those with special needs. For the complete schedule of career events, call the Career Hotline at (516) 877-6825 or visit at [www.adelphi.edu/career](http://www.adelphi.edu/career).

### **Learning Disabilities Program**

Housed within the School of Education, the Learning Disabilities Program is nationally recognized for its comprehensive and structured services. Students receive academic and counseling support from professionals with advanced degrees in special education and social work, while attending regular classes in their chosen major. While course content and requirements are never compromised, extensive resources and accommodations ease the way for students with learning disabilities and/or Attention Deficit Disorder. The program provides the opportunity for educational and social growth in Adelphi's supportive setting of small classes and strong teaching tradition.

### **Child Care Services**

Adelphi's Child Activity Center provides daytime child care services at Garden City and Huntington to children, ages 3 years through kindergarten, while students attend classes (fee required). The teachers are state-certified and are highly knowledgeable and responsive to early childhood development.

In addition, the Center is a site for field experiences that are part of academic programs in all of the professional schools.

XII

ADMISSIONS

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## Admissions

Adelphi University's general admissions process is designed to ensure that all student applicants and their records are thoroughly evaluated prior to an admissions decision. What follows is a brief outline of the admissions process, application requirements and credentials, and important dates.

### Undergraduate Admission

General admission is granted twice each year for September and January. Although the University operates on a rolling admissions system, freshman applicants are encouraged to submit their applications by March 1 for the fall semester and November 30 for the spring semester; transfer applicants are encouraged to submit their applications by June 1 for the fall semester and by November 30 for the spring semester. (Please note that attendance at a summer session does not assure a student of admission to any of the schools or colleges of the University.) Candidates for admission should note that while the Office of Admissions will accommodate late applications for both the fall and spring semesters, late applicants will be considered on a first-come, first-served basis for financial assistance and housing.

### How to Apply

Students interested in obtaining an admissions application or information should:

1. Contact:
  - Office of University Admissions
  - Levermore Hall 114
  - Garden City, NY 11530
  - (516) 877-3050
  - 1-800-Adelphi (out-of-state)
  - www.adelphi.edu
2. During the fall of the senior year, complete the application for admissions as required.

3. Arrange to take the College Entrance Examination Board Scholastic Assessment Test (SAT), or the tests given by the American College Testing (ACT) Program.

4. Arrange for an interview and campus tour.

### Visiting the Campus

A personal interview is highly recommended as part of the admissions evaluation process. Prospective students are encouraged to visit the campus to interview with an admissions counselor, take a student-guided tour, and sit in on a class. To arrange for an interview and campus visit, call the Office of Admissions. Interviews and tours of the campus are available Monday through Friday and selected Saturdays.

### General Conditions of Admission

Applicants must be graduates of a recognized four-year high school or academy, or must offer acceptable evidence of official equivalent preparation. Adelphi prefers freshmen who have successfully completed a minimum of 16 academic units. Each applicant is considered, however, on the basis of his or her individual academic record, plus cocurricular activities. It is recommended that academic units include:

- English (4 units)
- Science (general science may be included)  
(3 units)
- Mathematics (3 units)
- Foreign language (2–3 units)
- Additional units to be chosen from history, social studies, and the above fields  
(4 units)

Deficiencies in some of these areas may be offset by superior qualifications in others. The unit usually represents the study of a college preparatory/Regents level subject for one year.

*NOTE: Proof of measles, mumps, and rubella immunization must be submitted prior to registration for classes.*

### Admission Credentials

Admission credentials that are required for the Admissions Committee to consider an applicant include:

- A completed application for admission, including an essay;
- A nonrefundable \$35 application fee;
- An official secondary school record;
- An entrance examination: Scholastic Assessment Test of the College Entrance Examination Board (SAT), or the American College Test (ACT).

*Students who have obtained a General Equivalency Diploma (GED) or who have been out of high school for one year or more will not be required to take the SAT or ACT unless specifically requested to do so.*

An admissions interview, strongly recommended for all students, is required for applicants to the Honors College, and may be arranged by the applicant or requested by the Office of University Admissions.

All records of each applicant are given careful consideration. A final evaluation is based on the abilities, purposes, and interests of the candidate. The University may also require additional information, or may exempt students from certain credentials.

### Entrance Examinations

To assist the Admissions Committee in making a decision, the University requires that candidates participate in either the American College Testing (ACT) Program or the Scholastic Assessment Test (SAT) of the College Entrance Examination Board (CEEB), of which Adelphi is a member. The examination results of the October, November, December, or January SATs, or the October or December tests of the ACT Program, are preferred. The Test of English as a Foreign Language (TOEFL) is required for students whose primary language is not English.

### Admission of Transfer Students

Applicants must submit official college transcripts of all work, whether completed or in progress, from all colleges and universities attended. Applicants for admission must provide evidence of having achieved work of high quality in the institutions from which they transfer.

Interviews are required for all transfer students interested in nursing and social welfare. Students will be contacted to arrange for the interview once the application has been received by the Office of Admissions.

All requests for advanced standing credit must be made at the time of the student's admission and before registering for courses at Adelphi, and must be supported by official transcripts. Students admitted directly from an accredited two-year college will have their transcripts evaluated on a course-by-course basis. Students transferring from a junior college, or from an associate's degree program at a four-year college, may transfer a maximum of 64 credits (with or without an associate's degree). A student who was enrolled in a baccalaureate program at a four-year institution is eligible for a maximum of 90 credits. Adelphi requires that the last 30 hours of college work be completed in residence. Some majors require that students complete 50% of their work at Adelphi. The maximum number of credits a student may receive from Advanced Placement and/or College Level Examination Program tests offered by the College Board is 30 credits.

Transfer students entering the University with 60 credits or more are required to declare a major at the time of matriculation.

Adelphi University will transfer all appropriate and comparable courses undertaken by transfer students in the past 10 years at an accredited junior or senior college. Grades of A, B, or C earned in these courses will be accepted for credit. College credit earned prior to 10 years ago will be evaluated on an individual basis.

Credit may be granted for appropriate courses taken under the direction of the United States Armed Forces Institute, but only if such courses were given under the supervision of a fully accredited, four-year, degree-granting college or university. Credit will not be granted for correspondence courses. For veterans enrolled in the ABLE program, credit may be granted for courses completed in service schools if the content of such courses is applicable to the degree requirements of the University and if the individual's record of accomplishment in such courses has been properly authenticated. In general, the recommendations of the American Council on Education, as published in the Guide to the Evaluation of Educational Experiences in the Armed Services, are followed where appropriate in the evaluation of service training for students in the ABLE program.

### Early Admission

Adelphi University offers two early admission plans.

**Plan I. Full-Time Study at the University.** This plan permits currently enrolled high school students who do not yet have high school diplomas to enroll directly as full-time undergraduate students at Adelphi University to complete their high school graduation requirements.

**Plan II. Concurrent Students.** This plan permits students to attend Adelphi University concurrently with high school enrollment. Generally, students under this plan will be limited to afternoon and evening courses, and will attend high school courses in the morning.

For further information concerning these early admission plans, contact the Office of Admissions.

### Advanced Placement

Advanced placement with credit is awarded to entering students if a grade of three, four, or five is achieved in an Advanced Placement

Examination of the College Entrance Examination Board. Upon taking the examination, the student should direct the CEEB to send the test score report to Adelphi University, Office of Admissions. Students may also receive advanced placement with credit by obtaining a passing grade on selected College Level Examination Program tests. The maximum number of credits a student may receive from Advanced Placement and/or College Level Examination Program tests offered by the College Board is 30 credits.

### Freshman Decision Policy

Adelphi University subscribes to a rolling admissions policy. The Office of Admissions makes every effort to notify candidates of their admission decision approximately three weeks after receiving a *completed* application. In some cases, the Admissions Committee may defer making a final decision until it has received a report of the candidate's midterm grades, or until a personal interview takes place.

### Candidates' Reply Date

Adelphi University subscribes to the May 1 Candidates' Reply Date for freshmen. This procedure has been established to provide ample time for students to reach a decision on their college choices. On this date, admitted students are encouraged to notify the University of their intention regarding enrollment.

### Admission to the Learning

#### Disabilities 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 the box on the application marked L.D. Checking this box will not affect the admission decision.)
2. An official high school transcript.

3. Scholastic Assessment Test (SAT) or American College Test (ACT) results. (Consult guidance counselors about taking the untimed exams.)
4. Official transcripts from any other colleges attended.
5. An essay. (See application instructions.)

### **Admission Criteria:**

The Learning Disabilities Program conducts a highly individualized assessment of each candidate's application and documentation. Criteria for admission include:

- Primary diagnosis of specific learning disability or attention deficit/hyperactivity disorder. Other diagnoses will not be considered.
- Average to superior intelligence as measured by the WAIS-III.
- Candidates will be socially mature and have demonstrated motivation to participate in the Program and to meet the intellectual challenges and responsibilities of university life. These qualities are assessed in interviews with the professional staff and through recommendations.
- Applicants will have succeeded in college preparatory courses and shown progress in their academic careers.
- Two letters of recommendation by professionals in the field (learning specialists, tutors, teachers, educational psychologists).

### **Required Documentation:**

- A completed application to the Learning Disabilities Program. Please call our office at (516) 877-4710, e-mail us at LDProgram@adelphi.edu, or print a copy of the application at our website, [www.adelphi.edu/study/ldprog/](http://www.adelphi.edu/study/ldprog/). (Please note that a separate application to the University is also required. Candidates will receive two separate decision letters. If you are admitted to both the University

and the Program, you may choose whether or not to participate in the Learning Disabilities Program.)

- A psycho-educational evaluation of a learning disability or AD/HD, including the WAIS-III (with subtest scores). A full and adequate interpretation that addresses the student's specific learning disability and assesses areas of information processing must be included. "Learning Differences" or "Learning Styles" are not specific learning disabilities.
- Measures of cognitive/information processing and academic achievement. The Woodcock-Johnson Psychoeducational Test Battery Revised (WJ-R) is preferred.
- The applicant's most recent Individual Educational Plan (IEP).
- Documentation of any reasonable accommodations the candidate has received.
- A personal interview.

The Learning Disabilities Program will conduct a comprehensive and individualized evaluation of each candidate's application and interview. Judgment of the professional staff will determine eligibility for the Program. Admission to the Learning Disabilities Program is on a rolling basis. Completed applications, including all required documentation, should be submitted by March 1. Applications will continue to be processed after March 1 as long as openings are available.

*\*Documentation must be current. Testing must have been administered by a qualified professional and include names and credentials. In the case of AD/HD, documentation must include a written interpretative report based on a comprehensive evaluation, specific differential DSM-IV diagnosis; identification and discussion of the symptoms that meet the criteria for diagnosis; and current treatment. Use of phrases such as "suggests," "is indicative of," or "attention problems" are not acceptable. Candidates requesting academic accommodations must provide documentation that indicates a need for specific accommodations.*

For more information, please call (516) 877-3050.

\*The information requested is intended for use solely in connection with the University's voluntary action efforts to overcome the effects of conditions that may have resulted in limited participation of qualified disabled students. Response to these items is voluntary and will be kept confidential and used only in accordance with this part. Refusal to provide this information will not subject the applicant to any adverse treatment by the University.

### **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 July 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 Candidates**

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:

**Visiting Student** (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.

**Graduate Student** (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.)

**Special Student**: 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.

**Graduation and Retention Rates**

Under the Student Right-to-Know, the campus security act, and other education laws, colleges and universities must make available retention and graduation rates for full-time undergraduate students admitted to degree programs beginning July 1, 1991. Retention and graduation rates for student athletes receiving aid must also be made available. This information may be obtained from the Office of the Provost.



EXPENSES AND  
FINANCIAL AID

## Tuition and Fees

The following Tuition and Fee Policy pertains to the 2000–2001 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 2000–2001 is \$15,520. 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 Rates

	<b>2000–2001 Academic Year</b>
<b>Undergraduate, Full-time</b> (12–17 credits per semester)	
Tuition and University Fees, per year (including nonrefundable fees of \$600) . . . . .	\$15,350
Student Activity Fee . . . . .	\$170
Comprehensive Tuition Fee . . . . .	\$15,520
Tuition and University Fees, Upper Division Nursing and Social Work, per year (including nonrefundable fees of \$600) . . . . .	\$16,350
Student Activity Fee . . . . .	\$170
Comprehensive Tuition Fee . . . . .	\$16,520

*(In addition, there is a \$100 charge for each Clinical Nursing Course)*

### Undergraduate, Part-time

(1–11 credits per semester)	
Tuition, per credit hour . . . . .	\$470
University Fees (nonrefundable), per year . . . . .	\$400
Student Activity Fee . . . . .	\$18
Tuition per credit hour, Upper Division Nursing and Social Work . . . . .	\$485
University Fees (nonrefundable), per year . . . . .	\$400

*(In addition, there is a \$100 charge for each Clinical Nursing Course)*

### University Fees

University Fees cover the use of all academic and recreational facilities. They also include use of the library, gymnasium, health services, counseling, and career services, and provide for security, course materials/lab fees, and accident insurance for all students.

### Student Activity Fee

The Student Activity Fee is allocated and disbursed by the Student Government Association to recognized student groups.

### Other Fees and Charges

Application Fee (nonrefundable) . . . . .	\$35
Graduation Reapplication Fee . . . . .	\$25
Graduation Late Filing Fee . . . . .	\$25
Late Registration Fee (Check current <i>Directory of Classes</i> for appropriate calendar)	
Accident Insurance . . . . .	\$12
Medical Insurance (Annual) . . . . .	TBA
Orientation Fee (Freshmen, Fall Semester only) . . . . .	\$200
Orientation Fee (Transfers) . . . . .	\$50
Program Change, each form . . . . .	\$25
Registration Reinstatement Fee . . . . .	\$150
Returned Check (in addition to charge for late payment of tuition) . . . . .	\$25
Learning Disabled Program Fee (per semester) . . . . .	\$2,000

Learning Disabled 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.

**Deferred Payment Plan**—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.

**Monthly Payment Plan**—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.

**Late Payment Fees**—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 Fees**

**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 Fees**

**Annual Room and Board Rate (per person/per academic year):\***

**Doubles**— Most students will have a double room as these are the most common on the campus.

\$6,170 Double
\$7,230 Double with air-conditioning
\$8,010 Double in a suite (semi-private bath)

**Singles**— There are very few single rooms and they usually go to seniors during the annual room lottery.

\$7,510 Single
\$8,110 Single with air-conditioning
\$8,110 Single in a suite (semi-private bath but in a smaller room)

**Triples**—These are designed to be occupied by 3 people.

\$6,350 Triple

\$6,810 Triple with air-conditioning

*\*These rates include \$1,040 for each semester to be spent at Adelphi University Dining Services. You may increase this amount at any time in increments of \$50. These rates also include a \$15 per semester resident activity fee.*

### **Meal Plans**

For resident students, your base room and board includes \$1,040 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 do not depend on the number of class sessions held or attended. Failure to complete payment is not an official withdrawal. A student who is suspended or dismissed or who withdraws when under investigation for misconduct shall not have tuition refunded for the semester in which 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 Schedules

### Title IV Recipients

Effective Fall 2000, Adelphi University will adopt a new refund policy that conforms to the updated version (Section 668.22) of the Higher Education Amendments of 1998. In accordance with federal regulations, students who withdraw 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 Federal Policy regarding the possible return of Title IV funds awarded AND Adelphi University's policy regarding the possible return of institutional aid awarded. Furthermore, the amount of refundable institutional charges (and/or possible reduction of outstanding balance) will be set by school policy.

The federal government and the school policy will be similar regarding the amount of student aid that may be retained (for related school expenses). Only that amount of the semester's aid that has been earned (as a result of the prorated amount of time the student has been in school for that semester) will be eligible for retention on the student's behalf. Any aid that is not earned must be returned to its source. (The amounts to be returned to federal programs will vary based upon the type of program, the total amount to be returned, and the government's determination of the order in which aid is returned to the programs.) If there is a student account balance resulting from these adjustments, the student is responsible for payment.

The order of return of Title IV funds at Adelphi University is as follows:

- Unsubsidized Federal Stafford loans
- Subsidized Federal Stafford loans
- Federal Perkins loans
- Federal Plus loans
- Federal Pell Grants
- Federal SEOG Grants

Other Title IV programs

Sample worksheets for calculation are available in the office of Student Financial Services upon request.

### Non-Title IV Recipients

All students who are ineligible for assistance under the Federal Title IV programs are subject to the following refund schedule for a traditional 15-week semester:

Full/partial drop/withdrawal prior to the first day of the semester . . . . .	100%
Full/partial drop/withdrawal by the end of the first week . . . . .	90%
Full/partial drop/withdrawal by the end of the second week . . . . .	50%
Full/partial drop/withdrawal by the end of the third week . . . . .	50%
Full/partial drop/withdrawal by the end of the fourth week . . . . .	25%
Thereafter . . . . .	0%

### Residence Fees Refund

Room and board charges (less nonrefundable deposits) will be refunded in full prior to occupancy. The housing deposit will be refunded provided that the Office of Residential Life and Housing is notified by the student in writing of the cancellation prior to July 15 for the fall semester or December 15 for the spring semester. After these dates, the deposit will be forfeited. Except in the case of midyear graduation or withdrawal from the institution, the housing agreement is binding from the date of occupancy to the end of the current academic year. No refunds will be granted after the student first takes occupancy for the academic year. A student may be released from this agreement only if approved by a special committee that shall review each request individually and with reference to prevailing University policy for granting such waivers. Should a resident withdraw from the University, that student must notify the Office of Residential Life and Housing, in writing, and then follow appropriate procedures by

checking out with a residential life staff member. All room refunds are subject to the schedule found in the Directory of Classes.

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 submit the appropriate medical documentation and a letter requesting a medical withdrawal to the Office of Academic Services and Retention. 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 **tuition and fee charges will not be refunded**.

Residence fees will be refunded according to the policies outlined in the section "Residence Fees Refund."

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## **Financial Assistance**

Adelphi University offers a wide variety of financial assistance programs in addition to the various federal and state programs that currently exist.

Financial assistance is any grant, scholarship, loan, or employment opportunity that is offered to an enrolled or prospective student with the express purpose of helping the student meet educational expenses.

The amounts and types of financial assistance that a student receives are determined by the eligibility of the applicant for each program. The combination of these various awards is commonly referred to as the "financial aid package."

**The University expects each student to have knowledge of the information presented in the *Undergraduate Bulletin* and appropriate *Directory of Classes*.**

### **Responsibilities of Financial Assistance Recipients**

Students receiving financial assistance have the following responsibilities:

1. To complete an *annual* application for financial assistance by the deadline prescribed by the University.
2. To meet the requirements of good academic standing.
3. To maintain satisfactory academic progress toward the baccalaureate. Charts outlining the requirements for Satisfactory Academic Progress may be obtained in the Office of Student Financial Services and will accompany all financial aid award letters.
4. To report to the Office of Student Financial Services any changes in enrollment status, changes of name or address, and receipt of any additional internal or external financial assistance.

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 or state funding to the University changes.

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

### **Application Procedures**

Students applying for financial assistance must complete the Free Application for Federal Student Aid (FAFSA). All New York State resi-

dents 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.

Students transferring from another college or university in the spring semester *must* provide financial aid transcripts for all schools previously attended, even if financial aid was never received from those schools. Transcript forms can be obtained from the Office of Student Financial Services.

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.

### **Application Deadlines**

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.

### **Academic Requirements to Maintain Financial Assistance**

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.

### **Institutional Programs**

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.

**Academic Scholarships**—Trustee Scholarships, Presidential Scholarships, Provost Scholarships, Deans’ Scholarships, and all other achievement awards are awarded to new freshman, transfer, and continuing 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.

**Talent Awards**—Technical theater, performing arts, art, music, athletic scholarships, and recognition awards are awarded to students who have expertise in a particular area. These scholarships are awarded 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.

**Adelphi University Financial Grant**—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.

**Adelphi University Part-Time Transfer Merit Award**—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.

**Eagle Scout, Girl Scout Gold, and Explorer Awards**—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.

**Alumni Award**—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.

## Endowed and Restricted Scholarships

### Endowment Funds

**The ATEP Associates Scholarship** targets needy education majors with academic awards.

**The Helen Baldwin Scholarship** targets sophomores, juniors, and seniors with good academic records.

**The Barlow Scholarship** targets students with good academics.

**The Clara Bartlett Scholarship in History** 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 Mathilda Behre Fund** was established in 1911 by Mrs. A. Frederic Behre for female students of the Delta Gamma sorority.

**The Nicola and Maria Bologna 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 Brenner 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 Caplin-Bloom Scholarship** was established around 1915 to assist female students with good academics and financial need.

**The Elinor Corwin 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 Edna 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 Student 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 Goldstein Scholarship** targets math majors with good academics.

**The Golden Anniversary Fund** , established in 1986 was funded by the Class of 1936, on their fiftieth reunion, to reward students of good academic standing.

**The Elise Grace Scholarship** , funded about 1973 provides awards based on high academic standing to nursing majors.

**The Pearl Jolles Grootius Memorial Fund** was begun in 1957 by Irving Grootius in memory of his wife for a voice/music major selected by the music chairperson.

**The Ruth S. Harley 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. Hathaway 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 Barbara Schiller Smalbach Scholarship** was established to reward language majors.

**The Lucille Sophar Hays Fund** was created to reward female students with both financial need and good academic standing.

**The Susan Hay 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 Juliette Hollenback Memorial Scholarship**, established in the early 1900's by a gift from the Kappa Kappa Gamma Sorority for upperclass students of high academic standing.

**The W. G. Holloway Scholarship** was established about 1977 for high academics in the School of Nursing.

**The Jamaica Real Estate Board Scholarship** was established in 1977 by the Jamaica Real Estate Board Corporation to provide worthy and needy students from the Jamaica area with tuition assistance.

**The John McGoldrick Memorial Scholarship** was established to assist part-time students with a preference given to students working in the criminal justice field.

**The Helen MacDonough Scholarship** targets female English or history majors who enroll on a full-time basis.

**The Marion Barrian Mann Memorial Scholarship** , established in 1985 by Mrs. Marion M. Roberts in memory of her mother to aid School of Nursing students with good academic standing.

**The Mooney Memorial Scholarship** provides annual awards to sophomore language majors.

**The Samuel J. Moritz Memorial Scholarship** assists piano students selected by the Music Chairperson.

**The Nassau Chapter Alumni Scholarship** assists children of alumni residing in Nassau County.

**The David Newton Scholarship** was established to assist students who are University College or General Studies students.

**The One Hundred-Black Men Scholarship Fund** was begun in 1985 by 100 Black Men of Nassau/Suffolk to assist junior or senior black students in the School of Management and Business residing in Nassau or Suffolk counties.

**The Lawrence Rasmussen Scholarship** assists voice/music majors selected by the music chairperson.

**The Reader's Digest Foundation Scholarship**, since 1965 has offered awards based on need and academic merit.

**The Republic Aviation Fund** provides awards to students residing in Nassau or Suffolk County based on financial need.

**The Silver Anniversary Scholarship** began in 1986 by the Class of 1961, on their twenty-fifth reunion, to assist students with good academic standing.

**The Douglas Vogel Memorial Scholarship** was established in 1966 by Mrs. Cecile Ruth Vogel in memory of her nephew, Douglas, from the Class of 1965. The funds are used to assist male students who demonstrate financial need.

**The Hayden Wheeler Fund** was established about 1915 by the wife of a longtime trustee and Treasurer of Adelphi to provide funds to needy upperclassmen.

### Annual Grants

**The Automotive Industry Scholarship** was established in 1998 by Michael Lazarus, class of 1967, to assist marketing and management students with good academic records and financial need.

**The Lotte Kaliski Foundation Grant**, since 1988 has provided annual assistance to

gifted students who are physically handicapped or learning disabled.

**The Rudin Scholarship** is funded annually by the Louis and Rachel Rudin Foundation, Inc., for nursing students in financial need.

### Restricted Funds

**The Norman J. Berkun Memorial Scholarship** funded annually by Mr. and Mrs. Willard DaSilva provides awards to junior year business students of high academic standing and financial need.

**The Coston Crouse Abstainer Scholarship** 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 Adelphi Traveling Scholarship** assists needy athletes at Adelphi University.

**The Alexander Barnes Scholarship** was established by family and friends of Alex Barnes, to assist performing arts majors.

**The Barbara Schiller Smalbach Endowed Scholarship** 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 Barlow Scholarship** assists students with good academics.

**The Estelle Schacter Grant-in-Aid Scholarship** assists students with financial need.

**The Forman Scholarship** was established in 1998, funded annually for nursing students or physical education majors in high academic standing who are working, to pay half their tuition.

**The Helen Hirsch Bernstein Scholarship** assists deserving students of Jewish descent.

**The Helen MacDonough Scholarship** 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 Herbert Perlman Scholarship** was established in 1982 for a graduate/undergraduate student in the School of Management and Business who demonstrates financial need.

**The Florence Kessler Scholarship** assists students with good academics.

**The Knorr Scholarship** is awarded to a Lutheran student or graduate of a Lutheran High School in financial need.

**The Lillian Jackson Scholarship** assists deserving music majors.

**The Justina Eisenhower Mickiewicz Scholarship**, 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 Modin Scholarship** was established in 1977 by the Modin Foundation for a junior or senior nursing student in financial need.

**The Perrine Gordon Scholarship** 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 Edward A. Burke Physics Scholarship** was established for physics majors in the early 1980's in memory of Adelphi professor Edward A. Burke.

**The Redding-Goldsmith Scholarship** 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.

**The Rita Gold Scholarship** was established in 1988 by Rita Gold, in memory of her son, for an ABLÉ student in financial need.

**The Scheuer Family Scholarship**, established in 1998 by James Scheuer, a graduate of the Learning Disabled Program, for students in this program who demonstrate financial need.

**The Winikoff Scholarship** was established in 1966 by Marcia and Stanley Winikoff in memory of their daughter, Ellen, for female students with financial need.

**The Margaret Winslow Scholarship** assists deserving students.

### Federal Programs

It should be noted that while an applicant may indicate interest in a campus-based federal program, final responsibility for the selection of students and amount of award rests with the University, and that selection is guided by the availability of funds and student need. To remain eligible, students must demonstrate continued financial need and be in good standing in academic and disciplinary matters.

**Federal Pell Grant**—A federal program designed to provide financial assistance to those in need. The amount of the grant is determined on the basis of student and family income and assets, in accordance with strict government formulas. The federal programs listed below are administered by the University. Students apply for these programs through submission of the FAFSA, with additional income verification documentation if requested, and by observing the application deadlines.

**Federal Supplemental Educational Opportunity Grant (FSEOG)**—A federal grant program that provides grants to students who demonstrate financial need and are eligible Federal Pell Grant recipients.

**Federal Perkins Loan**—A student loan program subsidized by the federal government available to assist undergraduates in financing their education. The interest rate is 5% per year with repayment beginning nine months after a student leaves school or graduates. Repayment must be completed within a 10-year period.

**Federal Nursing Loan**—This program provides low interest loans to students enrolled in a nursing program. The interest rate is 5% per year with repayment beginning nine months after a student leaves school or graduates. Repayment

must be completed within a 10-year period.

**Federal Work Study Program (FWS)**—This program provides employment for students demonstrating financial need. Jobs are on campus. The maximum amount a recipient can earn is determined by financial need.

**Federal Stafford Loan**—A Stafford Loan is a low-interest loan available to students enrolled in a minimum of 6 credits per semester. These loans are made by a lender such as a bank, credit union, or savings and loan association and are guaranteed by the federal government. Depending on the need of the student as calculated by the Department of Education, these loans are either made on a subsidized basis, where the federal government pays the interest during the enrollment period, or an unsubsidized basis, where the student is responsible for such interest. 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. The current interest rate (as of June 1999) is 6.32%. Repayment of the loan begins six months after the student ceases to be enrolled at least half time.

**Parent Loan for Undergraduate Students (PLUS)**—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 June 1999 is 7.72%. 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.

**Ombudsman Information for Title IV Students**—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 <http://www.sfahelp.ed.gov> or access the Adelphi website at [www.adelphi.edu](http://www.adelphi.edu), select Student Financial Services, and Other Helpful Sites for the link to this important Ombudsman information.

## New York State Programs

**New York State Tuition Assistance Program (TAP)**—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.

**Aid for Part-Time Study**—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 Veteran Tuition Awards (VVTA)**—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 (PGVTA)**—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.

**Robert C. Byrd Honors Scholarship**—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](http://www.hesc.com).

**Regents Professional Opportunity Scholarship**—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 profession; (3) graduates of the following programs: SEEK; College Discovery, EOP, or HEOP.

Awards range from \$1000–\$5000 per year.

Award recipients must agree to work for one year for each annual payment received. Employment must be in the studied profession and must be in New York State.

Contact NYS Education Department in the fall prior to the academic year for which the student is applying for the application deadline.

For further information, contact NYS Education Department, Bureau of College, School and Community Collaboration, Cultural Education Center, Room 5C64, Albany, NY, 11230.

**The Memorial Scholarship**—Awards are granted to the child of either a police officer or a regular or volunteer firefighter in New York State who died as a result of an injury sustained in the line of duty. Students must be enrolled full-time. Applications are available in high school guidance offices or can be obtained from NYSHESC, 99 Washington Ave., Albany, NY, 12255.

**Aid to Native Americans**—Students listed on an official roll of a New York State tribe or who are children of an enrolled member may be entitled to an award. Applications can be obtained from Native American Education Department, Albany, NY, 12230.

For further information, contact Higher Education Services Corp. (HESC), Student Information, Albany, NY 12255 or visit HESC's website at [www.hesc.com](http://www.hesc.com).

**Other Assistance**—Several lenders offer credit based “alternative loans” for students who need to borrow above the Federal Stafford loan limits. For these alternative loans, students may borrow up to their total cost of education, less all other financial aid that they are receiving for the loan period. The features, eligibility, and repayment requirements for these alternative loans vary depending on the program. To find out more about them, contact the Office of Student Financial Services at (516) 877-3080.

Following is a list of available alternative loan programs:

<b>Loan Program</b>	<b>Lender</b>
1) Citiassist	Citibank
2) Signature Student Loan	Sallie Mae, Affiliated Lenders
3) Grad Excel Loan	Nellie Mae
4) Teri Loan	Multiple Lenders
5) Key Alternative Loan	Key Bank, USA

### **Financial Assistance Policies**

All financial assistance awards are made based on the information available as of the date of the financial assistance award letter. If the student receives financial assistance from sources not specified in the award letter, either from Adelphi or from outside sources, Adelphi reserves the right to adjust the financial assistance package.

In addition, the Office of Student Financial Services should be notified of any change to the family's financial situation after the completion

of the FAFSA that the student or parents believe could affect the student's eligibility for assistance.

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

Students receiving institutional scholarships that exceed the cost of tuition may be subject to federal income tax on the amount by which the award exceeds tuition. We recommend students check with their tax consultant for further information.

### Foreign Students

Federal and state financial aid programs are limited to U.S. citizens and resident aliens (persons with Form I-151, also called a "Green Card").

### Study Abroad Programs

Any Adelphi student wishing to study in another country through International Student Services/Study Abroad must notify the Office of Student Financial Services no later than eight weeks prior to departure. Students should make an appointment with a Student Financial Services counselor to determine financial assistance eligibility during the study abroad program. Students failing to conform to this policy will be ineligible for financial assistance during this study abroad program. Students who are involved in a study abroad program are not eligible to receive any Adelphi institutional funds during the semester in which they are abroad. The Provost Scholarship for Study Abroad has been developed to assist academically superior

students in affording study abroad programs. For further information, contact the Office of the Provost.

### Nondegree Students

Individuals registering for courses in the University without applying to the Admissions Office for degree status are considered nondegree students. The courses taken are considered to be for personal enrichment and the student is not eligible for any financial assistance.

### Student Budgets

These estimates of Adelphi's typical undergraduate student budgets for 2000–2001 are based on the costs of living at a modest level over a nine-month period (September–May). (We strongly recommend that students confer with an Adelphi Student Financial Services counselor to determine additional items they should budget for college costs.)

	<b>Resident</b>	<b>Commuter</b>
Tuition and Fees	\$15,520	\$15,520
Books	\$1,000	\$1,000
Room and Board	\$7,450	
Transportation	\$1,100	\$3,000
Personal Expenses	\$1,000	\$1,800
<hr/>		
Total	\$26,070	\$21,320

*NOTE: Charges may be subject to change. Tuition and fees may vary depending on major and special laboratory fees.*

### Appeals

An appeals committee exists for students and parents who feel that individual circumstances warrant exceptions from published policies. Any written requests for appeals should be directed to the committee's coordinator. The address is:

Kay McGuire  
Adelphi University  
South Avenue  
Garden City, NY 11530

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RULES AND  
REGULATIONS

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## University Regulations

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, School of Education, School of Business, School of Nursing, School of Social Work, and 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 sustenance of the standards, policies, and procedures that guide and govern undergraduate studies and pedagogy at Adelphi University.

### Dispensations from Regulations

Only students currently matriculated at Adelphi who have not earned their baccalaureate may request dispensations from University regulations or deadlines. A student or a member of the faculty may petition the Academic Standards Committee through the Office of the Dean in the appropriate college or school for a waiver of an academic regulation. Students who have not declared a major petition the College of Arts and Sciences or the Office of Academic Services and Retention. Petitioning students must provide supporting documentation with their requests. The academic approval of retroactive course drops or course withdrawals does not imply a right to a refund. *Petitions requesting retroactive actions must be submitted within one calendar year. Federal and state regulations are not subject to petition.*

### Age of Majority

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 communicate directly with students in matters of academic progress and standing, discipline, grades, and financial obligations. Individuals outside the University seeking this information must obtain the written consent of the students. Under federal law, the parents or legal guardians of a dependent student—defined by the Internal Revenue Service, U.S. Treasury Department, Internal Revenue Code of 1954, Section 152—have the right to request information about their dependents without their dependent's written consent. Upon the written request from a parent or legal guardian, together with documentation that the student is a dependent by federal criteria, the University will respond to such requests on an individual basis.

### Student Code of Conduct and Judicial Policy

As members of an educational community, students are expected to behave responsibly, appropriately, and civilly toward all persons with whom they interact. In addition, students are expected to abide by all University rules, regulations, and policies. The Code of Conduct for Students describes the University's standards and expectations for the behavior of its students. The code requires that students comply promptly with the directives of Adelphi employees who are acting in accordance with their authority as officials of the University. Failure to comply could result in suspension from the University. All students are expected to read and adhere to the letter and spirit of the Code of Conduct.

Non-academic violations of the Code of Conduct are adjudicated under the Adelphi University Student Judicial Policy. All matters of academic misconduct are adjudicated by the dean of the school or college in which the

offense occurred. Inquiries in regard to adjudication of academic misconduct should be referred to the appropriate dean. The Code of Conduct and Student Judicial Policy are published in the annual edition of the Guide to Student Life. For questions or more information, contact the Student Judicial Officer, University Center 109, (516) 877-6667.

### **Academic Integrity**

Adelphi University upholds the highest standards of academic work. These standards rest upon conduct during examinations, the proper attribution of sources in preparation of written work, and upon honesty in all academic endeavors and behavior. Students who do not meet standards of academic integrity risk separation from the University. Submission of false data, falsification of transcripts or grades, misconduct during examinations, and plagiarism are among the violations of academic integrity.

### **Matriculation**

New students officially join the University, become candidates for its degrees, bound to its principles, responsible to its policies, and eligible for its privileges at the annual matriculation ceremony held at the beginning of the academic year.

### **The Associate**

Adelphi confers associate degrees on undergraduates who have fulfilled the requirements in University College. The 64-credit associate degree in liberal arts consists of 28 credits of General Education requirements and 36 credits of electives and major course work.

### **The Baccalaureate**

Adelphi confers baccalaureates—bachelors degrees—on undergraduates who have fulfilled the requirements. Typically, eight semesters are sufficient to complete a baccalaureate, a total of at least 120 credits. All Adelphi baccalaureates have three components: General Education, a

major course of study, and a grouping of electives. Adelphi awards these baccalaureates: B.A. (Bachelor of Arts), B.S. (Bachelor of Science), B.B.A. (Bachelor of Business Administration), B.F.A. (Bachelor of Fine Arts), and B.S.Ed. (Bachelor of Science in Education).

### **Attendance**

Only students who have been registered by the Office of the Registrar may attend courses at the University. Adelphi students make a commitment to be active participants in their educational program; class attendance is an integral part of this commitment. *Attendance requirements for each course will be announced by the faculty member at the beginning of each term.* Students are expected to be present promptly at the beginning of each class period, unless prevented by illness or by other compelling cause. In the event of such absence, students may request that faculty members be notified by the Office of Academic Services and Retention. Students are responsible for completing course work missed through absences. Students should wait a reasonable length of time for an instructor in the event that the instructor is delayed.

### **The Academic Calendar**

The Academic Calendar consists of two semesters (fall and spring), approximately 15 weeks each, and two summer terms, five weeks each. Entering students (freshmen and transfers) begin in the fall or spring semester, and may register during the several registration periods. Adelphi University does not schedule classes on Labor Day; Thanksgiving; Christmas; New Year's Day; Martin Luther King, Jr. Day; Memorial Day; Rosh Hashanah; Yom Kippur; and Independence Day. The University recognizes that there are other holidays, both secular and religious, which may be observed by individuals or groups on campus. Students who wish to observe such holidays must so inform their instructors within the first two weeks of each semester so that

alternative arrangements convenient to both students and instructors can be made.

### **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.

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:

Advance registration begins in late fall and spring and continues until the first day of classes. It is an opportunity for students to select the courses in which they wish to enroll the following semester. Registration also takes place immediately before the semester classes begin. Students who have not registered during advance registration do so at this time. A late fee is assessed.

Late registration begins on the first day of classes. A late fee is assessed.

### **Definition of a Student**

Official designation of the status of "student" at Adelphi University is reserved for those individuals who are properly registered and engaged in a program or course of study. This University recognition as a student does not, however, by itself initiate, imply, or establish matriculation in any of the University's schools or programs. Candidates who desire matriculation to a degree or certification program are advised to investigate all of the requirements necessary for official acceptance into the program concerned, since it is possible to carry the designation of "student" at Adelphi University and yet not have completed all necessary requirements for program acceptance or matriculation.

The University requires that all students submit proof of compliance with New York State immunization requirements (see "Admission Credentials").

Only students who have been cleared by the Office of Student Financial Services and who are officially registered for a course as of the end of the second week of the semester shall be eligible to receive a grade for that course.

### **Concurrent Registration**

Normally, Adelphi will not permit matriculated students to register for courses at other institutions while they are concurrently registered at Adelphi. In all cases, the policies on study at other institutions apply (see section titled "Study at Other Institutions").

### **Changes in the Registration**

After the registration periods end, students may make four kinds of changes to their registration: adding courses, dropping courses, changing the grading option, withdrawing from courses. Forms to initiate these changes (Action Request) are obtained from, and returned to, the Office of the Registrar. Deadlines to effect these changes are clearly set forth in the academic calendar published in this *Bulletin*, in the *Directory of Classes*, and elsewhere.

## 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 released without the prior written consent of the student or legal guardian. Access to records is protected by the Family Education and Privacy Act. The Offices of Academic Services and Retention, Student Affairs, Student Financial Services, and the Registrar may, for cause, withhold the academic records of students or discontinue their course registration.

### The Transcript

The transcript lists the complete academic record of students. Students may obtain a copy of their transcript from the Registrar by completing a request form. There is a charge per transcript. An *official transcript* is one that bears the seal of the University and the signature of the Registrar (\$10). *Unofficial transcripts* are given to or sent directly to students and carry the notation UNOFFICIAL COPY (\$10). *Transcripts will not be issued for students who have failed to meet their financial obligation to the University.*

### Academic Advising

Adelphi undergraduates have two sources for academic advice: faculty advisors and academic

advisors in the offices of the deans of their School and the Office of Academic Services and Retention. Faculty advisors from the individual academic units and departments assist students who have identified their major with course selection and are charged with approval of registration decisions, including changes made after the beginning of a semester.

Students who have not declared a major are assigned a freshman advisor on entering the University as freshmen. They advise the undecided freshmen in their course selection and registration until they declare a major.

Students who wish to change majors or who have questions about the planning or progress of their degrees that cannot be answered by their major advisor can seek the advice and assistance of academic advisors in the Office of the Dean of their academic unit or the Office of Academic Services and Retention. Students who have not declared a major are included within the Arts and Sciences, and go to that office for help if needed. Similarly students with problems relating to the conduct of courses (lectures, laboratories, evaluations, work load, grades, etc.) that cannot be resolved with the instructors concerned can also seek the advice and assistance of the academic advisor in the Office of their Dean.

Students may also seek assistance in the Office of Academic Services and Retention at any time.

Academic advising at Adelphi both challenges and supports students as they examine, determine, and work toward their educational and career goals. Each full-time member of the faculty holds a minimum of six office hours per week to serve the interests of students and to provide full and accurate academic advice. All undergraduates are required to consult with their advisors about their academic progress and to seek their approval for their academic plans. Faculty advisors have been selected by the University to advise students interested in engineering, health, and law. Interested students

should consult the pertinent sections in this *Bulletin*.

### **The Major**

All students must pursue and complete an approved major. A major is a prescribed series of courses that enables students to acquire depth of knowledge and competence in an academic area of particular interest to the student. Adelphi recognizes and respects that students need different time frames to make their decision about a major. Students are urged to read the information on the different majors in this *Bulletin*. Students are also encouraged to discuss their options with departmental chairs or deans. All prerequisites are included in the major and course descriptions appearing in this *Bulletin*.

### **Declaration of Major**

Adelphi students may formally choose (declare) a major at any point during their first four semesters at the University. *All students must have declared their major by their fifth semester, or after the completion of 60 credits of course work.* Once students decide on an area of interest, they are assigned to faculty advisors in their major. Majors are declared by obtaining a form from, and returning it to, the Office of the Registrar. *The date of declaration of major determines the required courses that students take in that major.*

### **Acceptance into a Major**

Students may not be accepted into a major by the sponsoring department if their grade point average (G.P.A.) falls below the minimum level required for that major, or if course prerequisites have not been completed.

### **Change of Major**

As students learn more about their preferences and abilities—through course work and more precise knowledge about the characteristics and expectations of a major—they may make new choices.

When changing majors, students must thoroughly discuss their degree progress with their academic advisors. Students who wish to change their major may obtain a change of major form from academic departments or from the Registrar's Office. A change of major may also require adjustments to their graduation plans. These should be carefully reviewed by the students and their academic advisors. Students changing their major are expected to meet requirements for graduation according to the University *Bulletin* at the time the change is made.

### **Separation from Major**

A major may require a minimum G.P.A. higher than the 2.0 required of all undergraduates to remain in good academic standing as a student at the University. Students who do not earn the minimum G.P.A. required in a major may not be accepted into the major, may be separated from the major, or may not be certified for graduation with the major.

### **Double Majors**

Students who wish to complete the degree requirements of two departments in the College of Arts and Sciences or between Schools may do so with the permission of the chair of each department or School. The forms for declaring a double major are available in the Registrar's Office and after completion should be returned to that office. Double major students are candidates for a single degree only and must indicate the degree toward which they are working. If a course fulfills the requirements of two departments, the course may be accepted as fulfilling requirements of both departments toward the completion of the double major.

**Minors**

Many departments offer minors. Minors should be declared to the Registrar to receive official recognition.

**Credits for Physical Education**

The following number of credits in physical education activities courses may apply toward the baccalaureate degree: College of Arts and Sciences (up to two), School of Education (up to three for students who are not physical education majors), School of Business (up to three for physical activity courses may be counted toward the completion of the liberal arts requirements for management, banking, and accounting majors), School of Nursing (up to four), School of Social Work (up to two).

**Credits**

The unit of credit at the University is the total semester hours a course meets per week. The Board of Regents of the State of New York defines a credit unit as follows:

- a minimum of 45 hours of work by each student is required for each credit unit;
- an hour of work is equivalent to 50 minutes of class time (contact time);
- an hour of work is the equivalent of 50 minutes of independent study work.

**Credit Hours**

The total number of credit hours students take in one term determines their course load, or total course credits. A full course load, or full-time status, means that a student is registered for at least 12 credit hours. Fewer than 12 credits means part-time status. Tuition and fee rates are determined by course load, which may also affect financial assistance eligibility.

**Credit for Courses**

For courses taken at Adelphi, a student receives academic credit only for those completed with a grade of D– or better. If a student fails a course and subsequently repeats it, both

grades will appear on the transcript and will be used in computing the G.P.A. If a student who passed a course elects to repeat it, both grades will appear on the transcript and will be used in computing the G.P.A.; however, the credits will be counted only one time toward graduation.

**Standard Number of Credits**

Students who wish to complete the 120 credits required for graduation within eight semesters (four years) should register for an average of 15 credits per semester. Students who wish to major in disciplines that require a significant commitment of credits or that call for credits to be taken in a particular sequence (chemistry and physics, for example) may find it necessary to register for more than 15 credits in some semester. Students may not register for more than 17½ credits without written permission of their advisor. Students wishing to register for more than 18½ credits must have the approval of their academic dean. These additional credits require additional tuition charges.

**Credits from Professional Schools**

Adelphi will give credit toward the baccalaureate degree for appropriate courses taken at an accredited professional school after the student has left Adelphi without completing the bachelor's degree. Such credit will be granted, however, only under the following conditions:

1. Completion of 90 academic credits at Adelphi with a 3.0 G.P.A.;
2. Approval of the chair of the student's major department at Adelphi;
3. Approval of the Adelphi department of the subject matter of the courses submitted for such credit;
4. Approval of the appropriate Academic Standards Committee.

A student in the College of Arts and Sciences who leaves Adelphi at the end of the junior year, having completed all work through the end of that year at Adelphi, may apply for the baccalaureate degree, contingent on satisfying the

conditions listed above. Students must seek advance approval of the conditions from the Academic Standards Committee of the College of Arts and Sciences before leaving Adelphi.

### **Credits for Advanced Placement**

Students may enter Adelphi with advanced standing in some disciplines because of their high achievement on the Advanced Placement (AP) examinations offered by the Educational Testing Service (ETS) of Princeton, NJ, 08541. Students who take AP examinations should have their scores sent by ETS to the Office of 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. In general, it also means that students may not register for courses for which AP credits have been issued. Adelphi accepts AP credits in most areas.

### **Transfer Credits**

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.

### **Study at Other Institutions**

(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 from Adelphi.

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.

### **General Education Transfer Policy**

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.

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.

Students transferring in with 60 or more credits and graduating from a professional school before September 2001 need to complete only seven distribution courses, with at least one in each of the four areas.

All petitions from students for any waivers of General Education requirements should be given to the Associate Dean of Arts and Sciences.

### **Courses**

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.

### **Course Policies and Practices**

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.

### **Course Prefixes and Numbering System**

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 graduate studies. See "Acceptance of Seniors into Graduate Courses" in this section of the *Bulletin*.

**Course Description**

Every course listed by number and title is also briefly described in this *Bulletin*. Students can request a more complete description of the course contents and practices from the department offering the course or from the instructor.

**Adding Courses**

Students who wish to add a course to their program after the registration periods must complete an Action Request, including appropriate signatures of approval. Students are advised that there is a fee for adding courses and that there may be additional tuition charges.

**Dropping Courses**

Students who wish to drop a course from their program after the registration periods must complete an Action Request. Students are advised that there is a fee for dropping courses. Dropped courses will not appear on the transcript.

**Withdrawing from Courses**

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 with the Provost's Office.

**Auditing a Course**

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 physical or learning disability and require special accommodations for their course work should inform the Coordinator of the Office of Disability Support Services. Accommodations for special needs are determined individually by the office, according to documented need. Accommodations may include special testing adjustments, note takers, books on tape, classroom accessibility, etc. The office is located in University Center 310. The Coordinator may be reached at (516) 877-3145. To apply for accommodations, a Petition for Accommodations and Consent for Release of Information form must be completed and recent, valid documentation of the disability must be submitted. The Coordinator reviews the completed request and the pertinent documentation. If the request is granted, the student will be issued an Accommodation Card identifying the specific accommodation(s) that the University will provide. The student will present the Accommodation Card when requesting special accommodations for the stated disability.

### **Acceptance of Seniors into Graduate Courses**

Acceptance of undergraduates into graduate courses is carefully supervised by the institution, as follows:

#### ***College of Arts and Sciences and School of Nursing***

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 in 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 retroactively applied toward an advanced degree. Such credits may not be applied toward fulfillment of the residence requirement for a higher degree.

#### ***School of Education***

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 ABL-Ed Program may request permission to take graduate courses (500 and 600 levels) beginning in their junior year.

#### ***School of Business***

No undergraduate student may register for graduate course work in the School of Business.

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

No undergraduate may register for graduate courses in the Derner Institute.

#### ***School of Social Work***

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*. Instructors indicate their final examination requirements on syllabi or announcements distributed during the first week of class. If a course does not require a final examination, appropriate course-related activity will be substituted at the scheduled time during finals week. Final examinations for summer courses are normally held during the last regularly scheduled class meeting. Classes may not meet at other times during finals week without written consent of the appropriate academic dean.

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;
- 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;
- 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;
- 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.

## Grades

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 Transcript Designations

- AU (Audit) Students who are auditors register for the course, pay the regular tuition, but do not receive a grade.
- I (Incomplete) The designation of I will be issued because of well-documented disabling illness or because of well-documented catastrophic personal circumstances. Students who are unable to complete their required course work may request the instructor to award them a course grade for the partial course work completed. *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 F's after this time. This then becomes the final grade.

W (Withdrawal) is issued when the student has officially withdrawn from a course with the instructor's written consent. This procedure is accomplished only on official University Action Request Forms. W is not computed in the G.P.A. (See the section in this *Bulletin* titled "Withdrawing from Courses.")

**What Grades Signify**

<b>Letter Grade</b>	<b>Quality Range</b>	<b>Grade Points (per credit hours)</b>
A+, A	Superior mastery of facts and principles; clear evidence that stated course objectives and requirements were met by the student.	4.0
A-		3.7
B+	Above average mastery of facts and principles; evidence that stated course objectives and requirements were met by the student.	3.3
B		3.0
B-		2.7
C+	Average mastery of facts and principles; some evidence that stated course objectives and requirements were met by the student.	2.3
C		2.0
C-		1.7
D+	Little mastery of facts and principles; acceptable evidence that stated course objectives and requirements were met by the student.	1.3
D		1.0
D-		0.7
F	No mastery of facts and principles; little evidence that stated course objectives and requirements were met by the student.	0.0

**Computing the Grade-Point Average (G.P.A.)**

*Earned Hours* are credit hours awarded to the student for successful completion of academic course work or its equivalent. *Attempted Hours* are the number of credit hours actually registered for by a student, except for audited courses and those from which one has been officially dropped. *Quality Points* are computed by multiplying the grade points per hour by the credit hours of the course. For example, a B+ in a 3-credit undergraduate course would generate 9.90 quality points. *Quality Hours* are all graded credits taken at Adelphi University.

No points are given for the P grade, and the P is not computed in either the semester or the cumulative G.P.A. A failing grade is recorded and computed as an F. Refer to the section "Unfinished Course Work" concerning how "I" is treated in the computation of the G.P.A. For each semester's work, a semester's G.P.A. is computed as follows:

The total number of quality points earned is divided by the total number of quality hours. For example,

$$\begin{array}{r} 45 \text{ Quality Points} \\ \div \\ 15 \text{ Quality Hours} \\ \hline = 3.000 \text{ G.P.A.} \end{array}$$

A student who has received advanced placement credit and/or transfer credit will have the cumulative G.P.A. computed on the basis of total quality hours at Adelphi. Example: if a student presents 120 credits for graduation, 8 credits of which are for advanced placement or transfer credit, the cumulative G.P.A. is computed on 112 credits.

**Unfinished Course Work**

The designation of I (Incomplete) will be issued because of well-documented disabling illness or because of well-documented catastrophic personal circumstances. Students who are unable to complete their required course work may request the instructor to award them a

course grade for the partial course work completed.

Instructors *may consider* such requests only when the student has made a good faith effort to complete the course work, and has clearly completed the majority of the course requirements.

### 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;
- 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 Changes

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 dean of the department offering the course;
- Resolutions by the chair or 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:

Freshmen	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 Academic Services and Retention, Arts and Sciences, Education, Business, Nursing, Social Work, 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.

**Good 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.

<b>Grade-Point Average Requirements</b>	<b>Minimum Cumulative G.P.A.</b>
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
Management and Business—all majors	2.3
Nursing Majors	2.5
Social Work Majors	2.5 overall 2.8 in Social Work

**Poor 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 register 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 Return to 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. Dismissals routinely occur after the conclusion of the academic year. 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 appropriate academic dean. Appeals may be made to 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 study at another institution in the United States or abroad. (See "Study at Other Institutions.") A leave of absence is sought in writing from the appropriate academic dean. A leave of up to one year can be granted to students in good academic and financial standing. Medical and personal leaves are also possible.

A request for a leave of absence must be received by the appropriate academic dean prior to the beginning of the semester(s) for which the leave is requested. After a leave of absence, students should seek readmission from the appropriate academic dean. (See "Readmission" following.)

#### **Withdrawal from the University**

Withdrawal from the University means that students interrupt the course of their study and discontinue all their affiliations with the University. Withdrawal from the University is sought in writing from the Office of Academic Services and Retention. The date of receipt of 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 and the resulting W's will not be calculated into the cumulative average. 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.

### **Readmission**

Students who wish to be readmitted to Adelphi University should petition their school or college or the Office of Academic Services and Retention. Students in good standing who return within two years following a leave for personal reasons, not related to medical or health problems will be asked to review their academic program with their academic advisor, their Dean or an advisor in the Office of Academic Services and Retention. Students who withdraw for medical reasons must supply medical documentation as to their ability to return to school, from either their medical doctor or a licensed psychological counselor. Students who have been dismissed from the University for academic deficiencies will not be considered for readmission within the year following their dismissal. Dismissed students will be readmitted under conditions agreed to by the student in an academic contract drawn up by the appropriate academic dean.

## **Graduation**

### **Grade-Point Average Required for Graduation**

Students who have completed at least 120 credits and attained a cumulative G.P.A. of 2.0 must apply for graduation. Majors in the Schools of Education, Management and Business, Nursing, and Social Work are required to have a higher cumulative G.P.A. for graduation, respectively 2.3, 2.75, 2.3, and 2.8.

*Applications for graduation are obtained from, and returned to, the Registrar. Degrees will not be conferred to students who have not applied for graduation.*

### **Determination of Graduation Requirements**

Normally, matriculated students follow the graduation requirements established in the *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.

### **Residence Requirements**

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.")*

**Conferring of Degrees**

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 nor receive diplomas at the Commencement ceremonies. Students in this category may be awarded their degrees and receive their diplomas 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.

**Diplomas**

Students who graduate are mailed diplomas certifying that all degree requirements have been met. Adelphi University will not issue diplomas to students who have outstanding financial obligations with the University.

**Latin Honors**

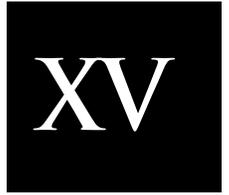
A student may graduate with honors (*cum laude*) whose G.P.A. is between 3.3 and 3.599; with high honors (*magna cum laude*) whose average is between 3.6 and 3.849; with highest honors (*summa cum laude*) whose average is 3.85 and above.

Fifty-six Adelphi credits of graded courses—excluding P grades—must be completed for a student to be considered for Latin Honors.

If a student has 56 earned hours at Adelphi but was required, for completion of the major, to take a major course offered *only* on a Pass/Fail basis, the student may request the Registrar to calculate the cumulative G.P.A. (for purposes of determining Latin Honors only) based on *all* grades and course work taken both at Adelphi and other institutions.

**Departmental or School Honors**

Students graduating with the highest average in their major may be nominated for departmental or school honors, provided that the G.P.A. of the nominated student is 3.5 or above for courses taken in that department. A student must have completed 33 credits in a major field to be eligible for departmental or school honors.



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## Index

- ABLE Program, 8–10, 69–76, 116–119, 161
- Academic advising, 8, 10, 42, 74, 138, 235–236
- Academic calendar, 5–6, 233–234
- Academic deadlines, 234
- Academic dismissal, 69, 75, 246
- Academic integrity, 233
- Academic Management Services (AMS) Budget Plan, 219
- Academic probation, 245–246
- ABLE Program, 75
  - General Studies Program, 69
- Academic records, 235
- Academic Services and Retention, Office of, 8, 10, 206, 223, 232, 235
- Academic Standards Committee, 19, 232
- Academic standing, 244–245
- Academic support, 206–208
- Accommodation Card for students with disabilities, 240
- Accounting Program, 132–133, 141–142
- ACT tests, 211
- Acting program, 50–51, 102–104
- Activities, student, 201–202
- Addictions Specialist program, 198
- Adding courses, 240
- Adelphi Summer Academy for College–Bound Students, 76
- Adelphi University Financial Grant, 224
- Adelphi University Part–Time Transfer Merit Award, 224
- Adelphi’s New Social Welfare Education Routes (ANSWER) Program, 193–194
- Adelphi–SUNY College of Optometry Joint–Degree Program, 30
- Adelphi–Tufts University School of Dental Medicine Joint–Degree Program, 30
- Administration, Officers of, 268
- Admissions
- ABLE Program, 73–74
  - academic requirements, 210
  - Advanced Placement, 212
  - application for, 210
  - Candidates’ Reply Date, 212
  - conditions of, 210
  - credentials, 211
  - early, 212
  - entrance examinations, 211
  - freshman decision policy, 212
  - graduation rate information, 215
  - Honors College, 125
  - housing application, 215
  - international students, 214
  - interviews, 211
  - Learning Disabilities Program, 212–214
  - provisional, 74
  - readmission, 247
  - retention rate information, 215
  - School of Nursing, 176–177
  - Social Welfare Program, 194
  - STEP Program, 150
  - student status designation, 214
  - transfer students, 211–212
  - veterans, 214
  - visiting the campus, 210
- Admissions, Office of, 210
- Adolescent Education, 149, 151–152, 162–163
- Adult Baccalaureate Learning Experience. *See* ABLE Program
- Advance registration, 234
- Advanced Placement (AP)
- admissions, 212
  - Biology credits, 28
  - credits, 238
- Advanced Standing, 28
- Advanced Standing Program, B.S.S.W.–M.S.W., 193
- Advising, academic, 8, 10, 42, 74, 138, 235–236
- African–American and Ethnic Studies, Center for, 63
- Afrika Unbound*, 201
- Age of majority, 232
- Aging, Certificate Program on, 198
- Aid for Part–Time Study (APTS), 228
- Aid to Native Americans, 229
- Albany Internship, 60
- ALICAT system, 207
- Alpha Epsilon Delta, 66
- Alternative loans, 229
- Alumni Award, 224
- American College Testing (ACT), 211, 213
- American Psychological Association accreditation, 11
- Annual grants, 226
- ANSWER (Adelphi’s New Social Welfare Education Routes) Program, 193–194
- Anthropology, 22–23, 77–79
- Appeals, financial assistance, 230
- Application for graduation, 248
- Application procedures, 210. *See also* Admissions
- Art and Art History, 24–26, 79–82
- Art Education, 25–26, 149, 154–155
- Art gallery, 201
- Arts and Sciences. *See* College of Arts and Sciences
- Assessment of Teaching Skills–Written (ATS–W), 157
- Associates’ degrees, 13, 19, 233
- Athletics, 8, 202. *See also* Physical Education
- ATM machine, 201
- Attendance, 233
- Auditing courses, 240, 242
- Baccalaureate–bachelor’s degrees. *See also specific departments and schools*
- degrees offered, 13, 233
- Bachelor’s–Master’s programs

- Biology, 29
- B.S.S.W.–M.S.W. Advanced Standing Program, 193
- STEP Program, 150–151
- Biochemistry. *See* Chemistry
- Biology, 27–30, 82–84
- Board of Trustees, 267
- Bookstore, University, 201
- B.S.S.W.–M.S.W. Advanced Standing Program, 193
- Buchanan Computing Center, 207
- Budgets, student, 230
- Business. *See also* School of Business concentration in  
Languages and International Studies, 44
- Business clusters, 137–138
  
- Cadet Nurse Corps School, 9
- Cafeteria, 201
- Calendar, 5–6, 233–234
- Campus life, 12. *See also* Student Life
- Campus map, 280
- Campus visits, 210
- Candidates' Reply Date, 212
- Career Development, Center for, 207
- Catholic faith representation, 203
- Center for African–American and Ethnic Studies, 63,  
114–115
- Center for Career Development, 207
- Center for Communication, Inc., 35
- Center for Health and Human Services, 9, 11–12, 198
- Center for Psychological Services, 203–204
- Certificate Program in Health Care Management, 73,  
118–119
- Certificate Program on Aging, 198
- Certification. *See* School of Education; *specific departments*
- Chemistry, 31–32, 84–85
- Child care services, 208
- Childhood Education, 149–150, 152–153, 162–163
- Class standing, 244
- Clinical experience, supervised, 160
- Clubs and organizations. *See* Honor societies; Student orga-  
nizations
- Code of conduct, student, 232–233
- College Entrance Examination Board (CEEB), 211–212
- College Level Examination Board (CLEP), 177
- College of Arts and Sciences, 8–10
  - acceptance of undergraduates into graduate courses, 241
  - Childhood Education requirements, 153
  - course descriptions, 77–119
  - degree requirements, 19
  - G.P.A. requirements, 19
  - independent study, 19
  - majors and minors, 19
  - organization, 20
  - philosophy of, 18–19
  - pre–professional preparation, 19
  - programs of study, 21
  - Secondary Education requirements, 153–154
  - waiver of academic regulations, 19
- Colleges of the University, 10. *See also specific colleges*
- Columbia University, transfer to, 56
- Commencement ceremonies, 248
- Communication Sciences and Disorders, 11, 158–160,  
170–171
- Communications, 33–35, 85–88. *See also* English;  
Management and Communications
- Commuter Student Affairs, Office of, 202, 215, 220
- Comprehensive Tuition and Fee rate, 218
- Computer Science, 47, 99–100
- Computer store, 201
- Computing Center, 207
- Concurrent registration, 234
- Conditions of Social and Political Life, Junior Seminars in,  
123
- Conferring of degrees, 248
- Core Curriculum. *See* General Education program
- Council on Social Work Education, 11, 191
- Counseling
  - academic advising, 8, 10, 42, 74, 138, 235–236
  - personal, 68, 203–204
- Course load, 69
- Courses. *See also specific colleges and schools*
  - adding, 240
  - auditing, 240
  - credit, 237
  - descriptions, 240
  - dropping, 240
  - policies and practices, 239
  - prefixes and numbering system, 239
  - withdrawal, 240
- CPA examination, New York State, 132
- “Creativity in Film and Video Award,” 35
- Credits
  - for Advanced Placement, 238
  - General Education, 14
  - graduation requirement, 13, 237
  - for physical education, 237
  - from professional schools, 237–238
  - transfer, 238
  - units, 237
- Cultural diversity, 8
- Cultural program, extracurricular, 124
- Cultural resources, 12
- Curriculum, undergraduate, 13. *See also* General Education  
program; *specific departments and schools*
- Cyber Cafe, 201
  
- Dance program, 50–52, 105–106
- Deadlines, academic, 234
- Dean's List, 244
  - ABLE Program students, 76
- Dean's Scholarships, 223
- Declaring a major, 236
- Deferred payment plan, 219

- Degree requirements. *See specific schools and colleges*
- Degrees. *See also specific departments and schools*  
 conferring of, 248  
 honorary degree recipients, 265–266  
 undergraduate, 13
- Delphian*, 201
- Delta Mu Delta, 139
- Dental Medicine, Tufts University Joint–Degree program, 30
- Dental Preceptorship Program, 29
- Departmental honors, 248
- Deposit, room and board, 220
- Demer Institute of Advanced Psychological Studies, 8–9, 11  
 acceptance of undergraduates into graduate courses, 241  
 course descriptions, 186–188  
 degree requirements, 184–185  
 honors, 185
- Design/technical theater program, 50–52, 104–105
- Diplomas, 248
- Directions to campuses, 278, 281
- Directory information, 235
- Directory of Classes*, 14–15, 234, 239, 241
- Disability Support Services, Office of, 200, 240
- Disabled students. *See Students with disabilities*
- Dismissal, 246. *See also Withdrawal*  
 refunds and, 221–222  
 School of Business, 139–140  
 University College, 69
- Distribution Course, 15
- Diversity, cultural, 8
- Double majors, 236
- Dropping courses, 240
- Dual certification in health and physical education,  
 157–158
- Eagle Scout Gold Award, 224
- Earle Hall, 124–125
- Early admission, 212
- Early Childhood and Childhood Education, 152
- Economics, 136–137, 143–144
- Education. *See School of Education*
- Education Studies, 11
- Educational strategy  
 School of Business, 130–132  
 School of Nursing, 174  
 School of Social Work, 190–191
- Elementary and Secondary Education programs and the  
 ABLÉ Program, 71–73
- Elementary Education, 150–151
- Emeriti, 261–264
- Endowment funds, 224–226
- Engineering, 55–56
- English, 36–37, 88–90
- English as a second language, 76, 94
- English composition, 14
- Ensemble performance, 49, 101
- Entrance examinations, 211
- Environmental Studies, 38–39, 90–91
- ESL Language Centers, 76
- Eta Chi Alpha, 130
- Ethnic Studies. *See Center for African–American and Ethnic Studies*
- European Studies Program, 60. *See also Study abroad programs*
- Examinations  
 entrance, 211  
 final, 241–242  
 New York State CPA, 132
- Expenses. *See Student budgets; Tuition and fees*
- Explorer Award, 224
- Extension Centers, 12
- Extracurricular activities, 8, 69
- Extracurricular cultural program, Honors College, 124
- Faculty, 250–260  
 emeriti, 261–264  
 student/faculty ratio, 8
- Family Education and Privacy Act, 235
- Federal financial aid programs, 227–228
- Fees and charges. *See Tuition and fees*
- Field instruction, 192–193
- Film and Video Production, 33, 35
- Final examinations, 241–242
- Finance Program, 135–136, 144
- Financial assistance  
 academic probation and, 245  
 academic requirements, 223  
 appeals, 230  
 application deadlines, 223  
 application procedures, 222–223  
 endowment funds, 224–226  
 federal programs, 227–228  
 grants, 226  
 institutional programs, 223–224  
 international students, 230  
 New York State programs, 228–229  
 nondegree students, 230  
 policies, 229–230  
 recipient responsibilities, 222  
 restricted funds, 226–227  
 scholarships, 33, 64, 223–229  
 study abroad programs, 64, 230  
 talent awards, 33, 224
- Fine Arts, 71. *See also Art and Art History*
- Fitness Center, 202
- Food service, 201
- Foreign language studies. *See Languages and International Studies; specific languages*
- Foreign students. *See International students*
- Fraternities, 8, 202
- Free Application for Federal Student Aid (FAFSA), 222–223
- French, 43, 94–95
- Freshman advisors, 10

- Freshman Orientation Experience, 14  
 Freshman Seminar, 14
- Garden City Campus  
   area map, 279  
   campus map, 280  
   directions to, 278
- General Education program  
   Childhood Education requirements, 153  
   course descriptions, 16  
   Distribution Course requirement, 15  
   English Composition, 14  
   Freshman Orientation Experience, 14  
   Freshman Seminar, 14  
   Honors College, 122–123  
   requirements, 15–16  
   Secondary Education requirements, 153–154  
   transfer policy, 239
- General Equivalency Diplomas (GED), 211
- General Studies program, 8–10, 68–69, 116
- German, 43, 95
- Girl Scout Gold Award, 224
- Good academic standing, 245
- Gordon F. Derner Institute of Advanced Psychological Studies. *See* Derner  
   Institute of Advanced Psychological Studies
- Government, student, 201
- G.P.A. *See* Grade–point average
- Grade changes, 244
- Grade–point average  
   academic probation, 75  
   academic standing requirements, 244–245  
   computing, 243  
   minimum G.P.A., 19, 28, 70, 158, 177, 236  
   required for graduation, 247
- Grades. *See also* Academic probation; Incomplete, grade of;  
   Pass/fail option  
   grading system, 242  
   standards of performance for School of Nursing,  
     178–179  
   transcript designations, 242–243
- Graduate courses  
   acceptance of undergraduates, 241  
   for undergraduate or graduate credit, 161
- Graduate students, 214
- Graduation  
   ABLE Program students, 75  
   application, 248  
   grade–point average requirement, 247  
   rates, 215  
   requirements, 247
- Grants, annual, 226
- Graphic Design. *See* Art and Art History
- Greek–letter social sororities and fraternities, 8, 202
- Guide to Student Life*, 233
- Handicapped students. *See* Students with disabilities
- Harley University Center. *See* University Center
- Health and Human Services. *See* Center for Health and  
   Human Services
- Health Care Management Certificate Program, 73, 118–119
- Health regulations, 177
- Health Services Center, 204
- Health Studies, Physical Education and Human  
   Performance Sciences, 11, 155–158, 167–168
- History, 40–41, 92–93
- History, music, 101
- History of Adelphi University, 9
- Holidays. *See* Calendar
- Honor societies, 202  
   Alpha Epsilon Delta (Premedical), 66  
   Delta Mu Delta (Business), 139  
   Eta Chi Alpha (Accounting), 139  
   Phi Alpha Theta (History), 41  
   Pi Sigma Alpha (Political Science), 60  
   Sigma Theta Tau (Nursing), 179
- Honorary degree recipients, 265–266
- Honors  
   Art and Art History, 26  
   Biology, 29  
   departmental and school, 248  
   English, 37  
   graduation with, 248  
   History, 41  
   Mathematics and Computer Science, 47  
   Performing Arts, 52  
   Political Science, 60  
   Psychology, 185  
   School of Business, 139  
   School of Nursing, 179  
   Sociology, 62
- Honors College, 8–10  
   admissions, 125  
   course descriptions, 126–127  
   current student petitions, 125  
   curriculum, 122–123  
   degree requirements, 125  
   Earle Hall, 124–125  
   extracurricular cultural program, 124  
   general education requirements, 122–123  
   independent study, 123  
   Junior Seminars, 123  
   philosophy, 122  
   Senior Seminar, 123  
   Senior Thesis, 123–124  
   transfer students, 125
- Housing, 200–201, 215
- Human Performance Science. *See* Health Studies, Physical  
   Education and Human Performance Sciences
- Human Resource Management, 135, 144–145
- Humanistic Studies, 70, 116–117
- Huntington Center, 12  
   directions to, 281

- library, 206–207
- Hy Weinberg Center for Communication Disorders, 158–159
- Immunization requirements, 177
- Incomplete, grade of, 69, 76, 242–244
- Independent study, 241
  - College of Arts and Sciences, 19
  - Honors College, 123
  - School of Business, 139
  - School of Education, 160
  - School of Nursing, 179
  - School of Social Work, 194
- Information Commons, 207
- Information Desk, 201
- Institute of Advanced Psychological Studies. *See* Derner
  - Institute of Advanced Psychological Studies
- Institutional assistance programs, 223–224
- Insurance
  - medical, 220
  - nursing majors, 178
- Intercollegiate athletics, 8, 202
- Interdisciplinary majors, 19, 42, 45
- Interfaith Center, 203
- International Student Handbook*, 214
- International Student Services/Study Abroad, Office of, 200, 203. *See also*
  - Study abroad programs
- International students
  - admission, 214
  - financial aid, 230
  - handbook, 214
  - services, 203
- International Studies. *See* Languages and International
  - Studies
- Internet access, 201
- Internship programs
  - Communications, 35
  - Political Science, 59–60, 112
  - School of Business, 139
- Interviews
  - admissions, 211
  - School of Nursing, 176
- Intramural activities, 202
- Italian, 95–96
- Japanese, 96
- Jewish faith representation, 203
- Journalism, 34, 37
- Judicial policy, 232–233
- Junior Seminars, Honors College, 123
- Koster Award, 37
- Labor Market Analyst, 161
- Language Centers. *See* ESL Language Centers
- Language disorders. *See* Communication Sciences and
  - Disorders
- Language Institute for English program, 12
- Languages and International Studies, 43–45, 93–97
- Late payment fees, 219
- Late registration, 234
- Latin American Studies, 64
- Latin honors, 248
- Law. *See* Prelaw preparation
- Learning Center, 10, 206
- Learning Disabilities Program, 208
  - admission, 212–214
- Learning Resource Center, School of Nursing, 177–178
- Leaves of absence, 246
- Liberal Arts, 18, 70
- Liberal Arts and Sciences Test (LAST), 157, 160
- Libraries, 9, 206–207
- Linguistics, 96
- Literature. *See* English
- Loans, 229. *See also* Financial assistance; *specific assistance*
  - sources and*
  - programs*
- Lost and found services, 201
- Magnum Opus Arts Magazine*, 33, 201
- Majors, 236. *See also specific departments and schools*
- Management and Communications, 70, 118
- Management information systems, 135
- Management Program, 133–135, 145
- Manhattan Center, 12
  - directions to, 281
- Maps
  - area, 279
  - campus, 280
- Marketing, 135, 145–146
- Mathematics and Computer Science, 46–47, 97–100
- Matriculation, 233
- Meal plans, 220
- Medical insurance, 220
- Medical withdrawal, 222
- Memorial Scholarship, 229
- Minors, 237. *See also specific departments and schools*
- Monthly payment plan, 219
- Multicultural Affairs, Office of, 202–203
- Music, 48–49, 100–102
- National League for Nursing Accrediting Commission, 11, 174
- Native Americans, financial assistance, 229
- Natural Science, 117
- New Jersey Institute of Technology, transfer to, 56
- New York Collegiate Athletic Conference, 202
- New York State
  - CPA examinations, 132
  - financial aid programs, 228–229
  - liberal arts requirement for adolescent educators, 73
  - teacher certification requirements, 148, 160
- New York State Teachers Certification Examination
  - (NYSTCE), 160

- New York State Tuition Assistance Program (TAP), 223, 228  
 Nondegree students, 214, 230  
 Numbering system for courses, 239  
 Nursing. *See* School of Nursing  
 Nursing loans, federal, 227–228
- Officers of Administration, 268  
 Olmsted Theatre, 9, 201  
 Ombudsman Information for Title IV Students, 228  
 Optometry, SUNY College of Optometry Joint–Degree Program, 30  
 Orientation, 202  
 Overseas opportunities. *See* Study Abroad Programs
- Parent Loan for Undergraduate Students (PLUS), 228  
 Pass/Fail Option, 69, 76, 244  
 Payment policy, 219  
 Pell Grants, 227  
 Performing Arts, 50–52, 102–106  
 Perkins Loans, 227  
 Persian Gulf Veterans Tuition Awards (PGVTA), 228  
 Personal counseling, 68, 203–204  
 Phi Alpha Theta, 41  
 Philosophy, 53, 106–107  
 Philosophy of the college. *See* Professional philosophy  
 Phone numbers, 3  
 Physical Education, 155–158, 168–170  
   credits required, 237  
 Physics, 54–57, 107–109  
 Pi Sigma Alpha, 60  
 Political Science, 44, 58–60, 109–113  
 Poor academic standing, 245  
 Postdoctoral Certificate in Psychoanalysis and  
   Psychotherapy, 11  
 Practicums. *See* Supervised clinical experience  
 Pratt Institute, transfer to, 56  
 Pre–engineering preparation, 55–56  
*Prelaw Handbook*, 65  
 Prelaw preparation, 59, 65  
 Premedical preparation, 29, 65–66  
 Pre–professional preparation, 19, 65–66  
 Presidential Scholarships, 223  
 Prior learning experience, 193–194  
 Private music instruction, 49, 101–102  
 Probation, academic. *See* Academic probation  
 Professional philosophy, 18, 68, 122, 130, 148, 174,  
   190–191, 198  
 Programs of study. *See specific colleges and schools*  
 Protestant faith representation, 203  
 Provost Scholarships, 64, 223  
 Provost’s Office, 215  
 Psychology, 184–188. *See also* Derner Institute of Advanced  
   Psychological Studies  
 Public Policy Seminar, 59  
 Public Service, 59  
 Publications, student, 201
- Readmission, 247  
 Records, student, 235  
 Refunds, 220–222  
 Regents College Examinations, 177  
 Regents Professional Opportunity Scholarship, 229  
 Registered nurses, 176–177  
 Registration, 234  
 Rensselaer Polytechnic University, transfer to, 56  
 Reply Date, Candidates’, 212  
 Research, 112–113  
 Residence fees, 219–220  
   refunds, 221–222  
 Residence requirements, 247  
 Resident Student Association, 201  
 Residential life. *See* Student life  
 Residential Life and Housing, Office of, 200–201, 215,  
   220–221  
 Restricted funds, 226–227  
 Retention rates, 215  
 Robert C. Byrd Honors Scholarship, 228–229  
 Room and board, 219–220. *See also* Meal plans; Residence  
   fees  
 Roosevelt, Eleanor, 9  
 Rules and regulations  
   academic advising, 235–236  
   academic calendar, 233–234  
   academic deadlines, 234  
   academic integrity, 233  
   academic probation, 245–246  
   academic standing, 244–245  
   age of majority, 232  
   associate degrees, 233  
   attendance, 233  
   baccalaureate degrees, 233  
   code of conduct and judicial policy, 232–233  
   course policies and practices, 239–241  
   credits, 237–238  
   dispensations from regulations, 232  
   final examinations, 241–242  
   General Education transfer policy, 239  
   grades and grade–point average, 242–244  
   graduation, 247–248  
   health regulations, 177  
   majors, 236  
   matriculation, 233  
   minors, 237  
   pass/fail option, 244  
   physical education credits, 237  
   readmission to the University, 247  
   registration, 234  
   student records, 235  
   students with disabilities, academic assistance for, 240  
   study at other institutions, 238–239  
   transfer policies, 239  
   waivers, 19, 140, 160  
   withdrawal from the University, 246–247

- Russian, 96  
 Ruth S. Harley University Center. *See* University Center
- Scholars Teacher Education Program (STEP), 149–152, 163–167
- Scholarships, 33, 64, 223–229. *See also* Financial assistance
- Scholastic Assessment Test (SAT), 211, 213
- School honors, 248
- School of Business, 8–9, 11  
 acceptance of undergraduates into graduate courses, 241  
 Accounting Program, 132–133  
 advisement, 138  
 business clusters, 137–138  
 change of major, 139  
 course descriptions, 141–146  
 dismissal/withdrawal, 139–140  
 Economics Program, 136–137  
 educational strategy, 130–132  
 Finance Program, 135–136  
 honors, 139  
 independent study, 139  
 internship program, 139  
 Management Program, 133–135  
 official program of study, 138  
 professional philosophy, 130–132  
 programs of study, 132–138  
 senior check, 139  
 transfer students, 138–139  
 waiver of academic regulations, 140
- School of Education, 8–9, 11  
 acceptance of undergraduates into graduate courses, 241  
 adolescent education, 151–152  
 art education, 154–155  
 baccalaureate programs, 152–160  
 childhood, adolescent and art education, 149  
 childhood education, 150, 153  
 combined baccalaureate and master's programs, 150–152  
 communication sciences and disorders program, 158–160  
 course descriptions, 162–171  
 dual certification in health and physical education, 157–158  
 Early Childhood and Childhood Education, 152  
 elementary education, 150–151  
 general education requirements, 153–154  
 graduate courses for undergraduate or graduate credit, 161  
 health studies, physical education, and human performance science programs, 155–158  
 independent study, 160  
 New York State teacher certification requirements, 148, 160  
 programs of study, 149–160  
 provisional certification for physics majors to teach secondary school, 57  
 regional labor market, 161  
 Scholars Teacher Education Program (STEP), 149–152  
 Secondary Education programs, 153–154  
 supervised clinical experience, 160  
 waiver of academic regulations, 160
- School of Nursing, 8–9, 11  
 admission, 176–177  
 admission policies for registered nurses, 177  
 basic curriculum, 175  
 course descriptions, 180–182  
 health regulations, 177  
 honors, 179  
 independent study, 179  
 insurance requirements, 178  
 interviews, 176  
 Learning Resource Center, 177–178  
 organizations, 179  
 professional philosophy, 174  
 programs of study, 174–176  
 registered nurse curriculum, 176  
 SNAP (School of Nursing Acting for Progress), 179  
 standard of performance requirements, 178–179  
 Step Ahead Program, 177  
 students holding degrees in other majors, 177  
 transfer students, 176–177  
 travel expenses, 178  
 uniforms, 178  
 voice-mail, 178
- School of Nursing Acting for Progress (SNAP), 179
- School of Nursing Learning Resource Center, 177–178
- School of Social Work, 8–9, 11  
 acceptance of undergraduates into graduate courses, 241  
 admissions procedures, 194  
 advanced standing program, 193  
 ANSWER (Adelphi's New Social Welfare Education Routes) Program, 193–194  
 B.S.S.W.–M.S.W. advanced standing program, 193  
 course descriptions, 195–196  
 educational strategy, 190–191  
 independent study, 194  
 professional philosophy, 190–191  
 programs of study, 191–194  
 Social Welfare Program, 191–193  
 transfer students, 194
- Schools of the University, 11. *See also specific schools*
- Science Library, 206–207
- Sciences. *See* College of Arts and Sciences
- Second majors and minors. *See specific departments and schools*
- Secondary Education  
 provisional certification for physics majors, 57  
 requirements, 153–154  
 Social Studies “7–12” program, 61–62
- Senior check, 139
- Senior Seminar, Honors College, 123
- Senior Thesis, 123–124

- Sigma Theta Tau, 179  
 Social Sciences, 70, 117  
 Social Studies “7–12” program, 61–62  
 Social Welfare Program, 191–193  
 Social Work. *See* School of Social Work  
 Sociology, 61–62, 113–114  
 Sororities, 8, 202  
 Spanish, 43, 96–97  
 Speakers, 12, 201  
 Special students, 214  
 Speech Arts and Communicative Disorders. *See*  
     Communication Sciences and Disorders  
 Sports, 8, 202. *See also* Physical Education  
 Stafford Loans, 228  
 Standards of performance in the School of Nursing, 178–179  
 State assistance programs, 228–229  
 State CPA examinations, 132  
 Step Ahead Program, 177  
 STEP (Scholars Teacher Education Program), 149–152,  
     163–167  
 Stevens Institute of Technology, transfer to, 56  
 Student activities, 201–202  
     fee, 218  
 Student Activities and Orientation, Office of, 201–202  
 Student budgets, 230  
 Student code of conduct, 232–233  
 Student Counseling Center, 203  
 Student Financial Services, Office of, 218–220, 222–224,  
     229–230  
 Student Government Association, 201  
 Student life  
     activities, 201–202  
     athletics and intramural activities, 202  
     Commuter Student Affairs, Office of, 202  
     cultural activities, 201  
     Disability Support Services, Office of, 200  
     Health Services Center, 204  
     honor societies, 202  
     Interfaith Center, 203  
     international student services, 203  
     Multicultural Affairs, Office of, 202–203  
     organizations, 201–202  
     orientation, 202  
     personal counseling, 68, 203–204  
     residential life and housing, 200–201  
     study abroad, 200  
     University Center, 201  
 Student organizations, 201. *See also* Honor societies  
     School of Nursing Acting for Progress (SNAP), 179  
 Student publications, 201  
 Student records, 235  
 Student Right-to-Know, 215  
 Student services. *See* Student life  
 Student status designation, 214, 234  
 Student teaching. *See* Supervised clinical experience  
 Student/faculty ratio, 8  
 Students with disabilities, 200, 208, 240  
 Study abroad programs, 64, 200. *See also* International  
     Student  
     Services/Study Abroad, Office of financial assistance,  
     230  
 Study at other institutions, 238–239  
 Summer Academy for College-Bound Students, Adelphi, 76  
 SUNY College of Optometry, 30  
 Supervised clinical experience, 160  
 Supplemental Educational Opportunity Grant, federal, 227  
 Swirbul Library, 9, 206–207  
 Talent Scholarships, 33, 224  
 Teacher certification requirements. *See* School of Education;  
     *specific departments*  
 Teaching. *See* School of Education  
 Technical theater. *See* Design/technical theater program  
 Telephone numbers, 3  
 Test of English as a Foreign Language (TOEFL), 211  
 Tests, entrance, 211  
 Theater Arts. *See* Performing Arts  
 Theory, music, 100–101  
 Thesis, senior, 123–124  
 Title IV programs, recipient refunds, 221. *See also* Financial  
     assistance  
 TOEFL (Test of English as a Foreign Language), 211  
 Transcript designations, 242–243  
 Transcripts, 235. *See also* Grades  
 Transfer Merit Award, 224  
 Transfer students  
     admissions, 211–212  
     Biology requirements, 28  
     credits required for graduation, 238  
     General Education requirements, 15, 239  
     Honors College, 125  
     Interdisciplinary major, 42  
     Physics requirements, 57  
     School of Business, 138–139  
     School of Nursing, 176–177  
     School of Social Work, 194  
 Transfer to other schools, 56  
 Travel expenses in the School of Nursing, 178  
 Trustee Scholarships, 223  
 Trustees, Board of, 267  
 Tufts University School of Dental Medicine, 30  
 Tuition and fees, 74, 211–212, 218–222  
 Tuition assistance. *See* Financial assistance  
 Tuition refund policy, 220–222  
 Tutors and counselors, 10, 68. *See also* Academic advising;  
     Counseling  
 Undergraduate curriculum, 13  
 Undergraduate degrees, 13  
 Unfinished course work, 243–244. *See also* Incomplete,  
     grade of  
 Uniforms in the School of Nursing, 178  
 University admissions. *See* Admissions, Office of

- University Center, 9, 201
- University College
  - ABLE Program, 69–76
  - academic advisement, 74
  - academic dismissal, 69, 75
  - academic probation, 69, 75
  - Adelphi Summer Academy for College–Bound Students, 76
  - admissions, 73–74
  - Certificate Program in Health Care Management, 73
  - course descriptions, 116–119
  - course load, 69
  - Dean’s List, 76
  - ELS Language Centers, 76
  - extracurricular activities, 69
  - General Studies Program, 68–69
  - graduation, 75
  - incompletes, 69, 75
  - joint programs, 71–73
  - pass/fail option, 69, 75
  - philosophy of the programs, 68
  - plan of study, 74
  - tutors and counselors, 68
  - withdrawal, 75
- University Learning Center, 206
- Veterans, admission of, 214
- Vietnam Veterans Tuition Awards (VVTA), 228
- Visiting students, 214
- Visiting the campus, 210
- Voice–mail in the School of Nursing, 178
- WAIS–III, 213
- Waiver of academic regulations
  - College of Arts and Sciences, 19
  - School of Business, 140
  - School of Education, 160
- Washington Internship Program, 59
- Web site addresses
  - biology, 30
  - New York State Department of Labor, 161
  - New York State Education Department, 160
  - Ombudsman Information for Title IV Students, 228
  - premedical web page, 66
  - Student Financial Services, Office of, 228
- Weinberg Center for Communication Disorders, 158–159
- Withdrawal
  - from courses, 240
  - for medical reasons, 222
  - refunds and, 221–222
  - School of Business, 139–140
  - transcript designation, 243
  - from University, 75, 246–247
- Women’s Studies, 67
- Work Study Program, federal, 228
- “Writing and Research Award,” 35

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## How to Reach the Adelphi Garden City Campus

### **By Airplane:**

Adelphi is located within 20 minutes of both John F. Kennedy International and LaGuardia airports. Public transportation is available.

**From John F. Kennedy Airport** — To exit the airport, take the Van Wyck Expressway north for two miles; then get on the Belt Parkway traveling east. Take the Belt to the Southern State Parkway traveling east. From there, follow the Southern State Parkway (east) directions below.

**From LaGuardia Airport** — Take the Grand Central Parkway east, which becomes the Northern State Parkway. From there, follow the Northern State Parkway (east) directions below.

### **By Train:**

The Long Island Rail Road runs on a frequent schedule. (Travel time from New York City is 45 minutes.) Take the Hempstead Line from Pennsylvania Station in Manhattan, Flatbush Avenue Station in Brooklyn, or Jamaica Station in Queens to the Nassau Boulevard Station. The campus is a short walk east on South Avenue.

### **By Car:**

#### **Via the Long Island Expressway (Route 495)**

**Traveling east** — 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; turn left onto Jericho Turnpike; then turn right onto Nassau Boulevard. Turn left onto South Avenue (immediately after crossing the railroad tracks). The Adelphi campus is on the right.

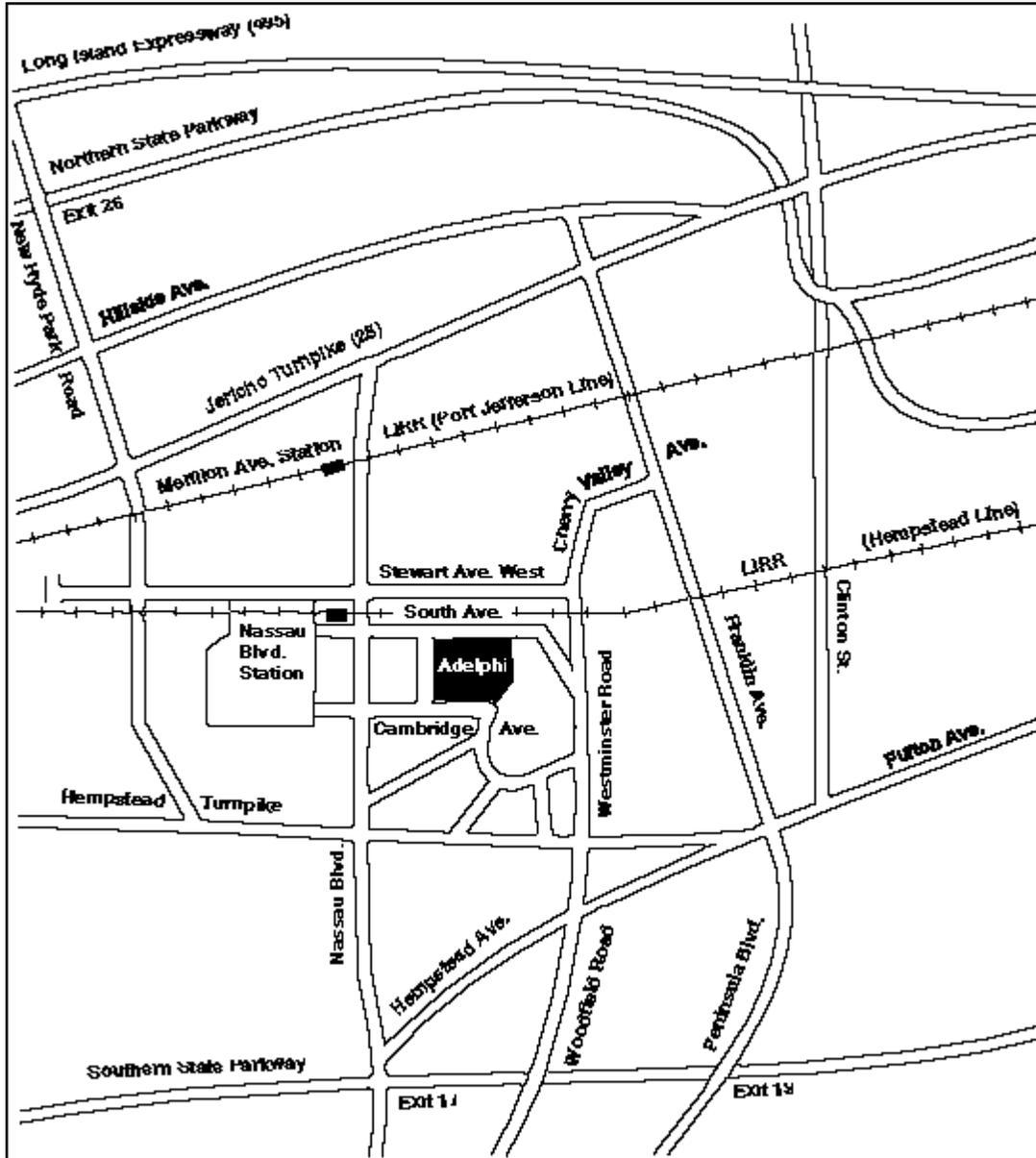
**Traveling west** — Take the L.I.E. to exit 39 south (Glen Cove Road). Continue south on Glen Cove Road (it will turn into Guinea Woods Road and Clinton Road). Turn right onto Jericho Turnpike, turn left onto Nassau Boulevard; turn left onto South Avenue (immediately after crossing the railroad tracks). The Adelphi campus is on the right.

#### **Via the Northern State Parkway**

**Traveling east** — Take the Northern State to exit 26 south (New Hyde Park Road). Turn right onto New Hyde Park Road; continue south on New Hyde Park Road; make a left onto Jericho Turnpike; then turn right onto Nassau Boulevard. Turn left onto South Avenue (immediately after crossing the railroad tracks). The Adelphi campus is on the right.

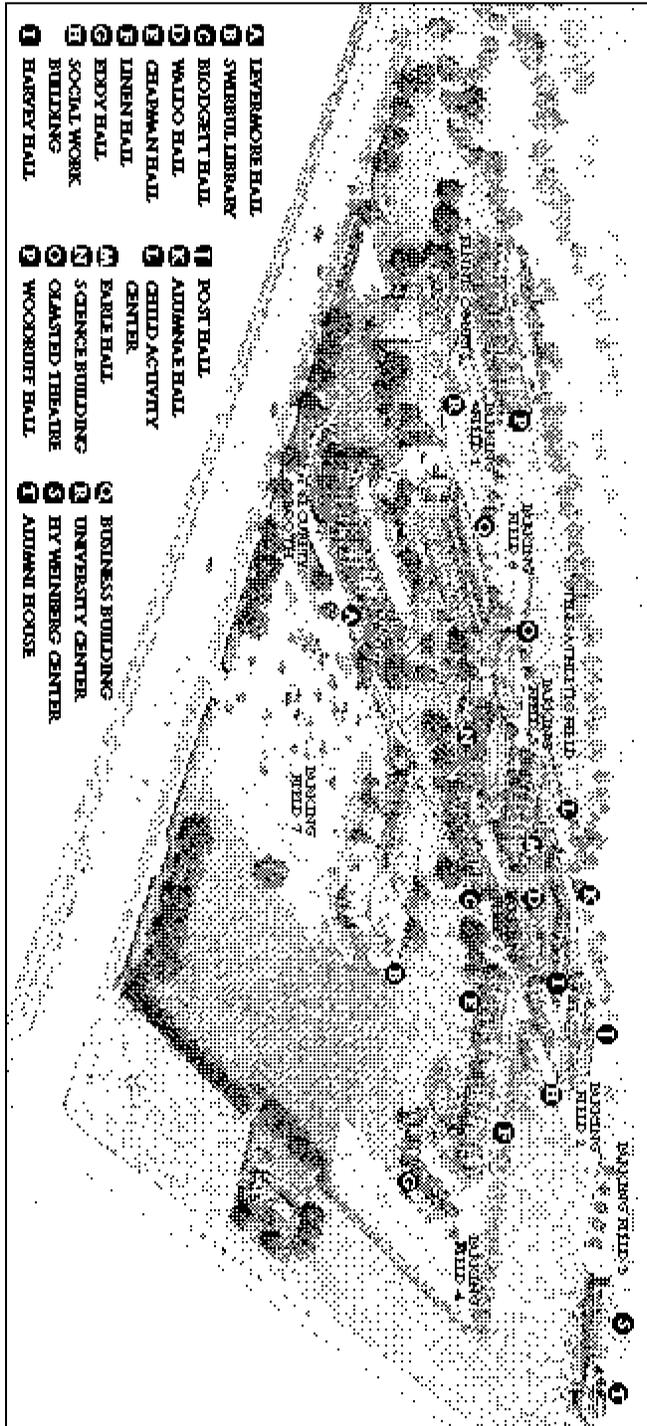
**Traveling west** — Take the Northern State to exit 31 south (Glen Cove Road). Continue south on Glen Cove Road (which will turn into Guinea Woods Road and Clinton Road). Turn right onto Jericho Turnpike; turn left onto Nassau Boulevard; turn left onto South Avenue (immediately after crossing the railroad tracks). The Adelphi campus is on the right.

**Via the Southern State Parkway** — Take the Southern State to exit 17 north (Hempstead Avenue). Continue on Hempstead Avenue traveling north. Make a left at the second traffic light (Nassau Boulevard). Continue north 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



- 1 LEVERMORE HALL
- 2 SPERRILL LIBRARY
- 3 BUDGET HALL
- 4 WALDO HALL
- 5 CHAPMAN HALL
- 6 LINEN HALL
- 7 EDDY HALL
- 8 SOCIAL WORK BUILDING
- 9 HAREY HALL

- 10 POST HALL
- 11 ADINA HALL
- 12 CHILD ACTIVITY CENTER
- 13 EARLE HALL
- 14 SCIENCE BUILDING
- 15 OMASTED THEATRE
- 16 WOODRUFF HALL

- 17 BUSINESS BUILDING
- 18 UNIVERSITY CENTER
- 19 HY WEINBERG CENTER
- 20 ALIWAH HOUSE
- 21 PARKING FIELD 1
- 22 PARKING FIELD 2
- 23 PARKING FIELD 3
- 24 PARKING FIELD 4
- 25 PARKING FIELD 5

## Directions to Adelphi University's Manhattan Center

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

### **By Subway:**

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.

### **By Bus:**

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.

### **By LIRR or NJ Transit:**

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

### **By Car:**

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.

## Directions to Adelphi University's Huntington Center

### **Via Northern State Parkway:**

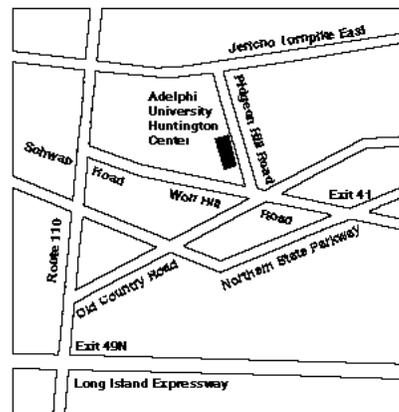
Exit 41 (Wolf Hill Road) from the East turn right, from the West turn left. Continue to second light (five corner intersection) bear right onto Pidgeon Hill Road. Adelphi campus is at 165 Pidgeon Hill Road.

### **Via Long Island Expressway East:**

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.

### **Via Long Island Expressway West:**

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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