

ADELPHI UNIVERSITY

# Undergraduate Bulletin



HAUPPAUGE ■ GARDEN CITY ■ MANHATTAN

2007–2009

[www.adelphi.edu](http://www.adelphi.edu)

1-800-ADELPHI



U N D E R G R A D U A T E  
B U L L E T I N  
2007-2009

## ADELPHI UNIVERSITY UNDERGRADUATE BULLETIN, VOLUME 46, SEPTEMBER 2007

### ACCREDITATION

Adelphi University, an independent, comprehensive institution, is chartered by the University of the State of New York, and is accredited by the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104-2680, (215) 662-5606; the New York State Education Department, 9 Washington Avenue, Albany, NY 12234, (518) 474-3852; the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C. 20036-1120, (202) 887-6791; the American Psychological Association, 750 First Street, NE, Washington, D.C. 20002-4242, (800) 374-2721; the American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852; the Council on Social Work Education, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457, (703) 683-8080; the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, D.C. 20036-1023, (202) 466-7496; and AACSB International—The Association to Advance Collegiate Schools of Business, 777 South Harbour Island Blvd., Suite 750, Tampa, FL 33602-5730, (813) 769-6500.

---

### CAMPUS SAFETY

Colleges and universities are required under federal law to publish and make available an annual campus security report, which includes, among other information, statistics on campus crime. The crime statistics for all colleges and universities required to comply with this law are available from the United States Department of Education.

Adelphi University's annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by Adelphi University; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. The advisory committee on campus safety will provide upon request all campus crime statistics as reported to the United States Department of Education. You may obtain a copy of this report by contacting the Department of Public Safety and Transportation (Levermore Hall Lower Level, 516-877-3500), or by accessing this Web site: [administration.adelphi.edu/publicsafety](http://administration.adelphi.edu/publicsafety). The United States Department of Education's Web site for campus crime statistics is: [www.ope.ed.gov/security](http://www.ope.ed.gov/security).

---

### EQUAL OPPORTUNITY

Adelphi University is committed to extending equal opportunity in employment and educational programs and activities to all qualified individuals and does not discriminate on the basis of race, religion, age, color, creed, sex, marital status, sexual orientation, ethnicity, national origin, disability, genetic predisposition or carrier status, veteran status, status as a disabled or Vietnam-era veteran, or any other basis protected by applicable local, state, or federal laws. The discrimination coordinator for student concerns pursuant to Section 504 of the Rehabilitation Act of 1973 is Carol Phelan, Coordinator of Disability Support Services, Room 310, University Center, (516) 877-3145; the discrimination coordinator for employee concerns pursuant to Section 504 of the Rehabilitation Act of 1973 and for Title IX concerns is Jane Fisher, Manager of Employment, Employee and Labor Relations, Room 203, Levermore Hall, (516) 877-3222; the coordinator of Title VII and the Affirmative Action Officer is Lisa S. Araujo, Assistant Vice President for Human Resources and Labor Relations, Room 203, Levermore Hall, (516) 877-3224

## About This Book

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

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)

#### ADELPHI UNIVERSITY

Admissions . . . . .	877-3050
(for applications and publications) . . . . .	1-800-ADELPHI (Out-of-area)
Academic Services and Retention . . . . .	877-3150
Career Development, Center for . . . . .	877-3130
Information Technology . . . . .	877-3340
Pre-Professional Advising and Fellowships, Office of . . . . .	877-3140
Residential Life and Housing. . . . .	877-3650
Student Affairs . . . . .	877-3660
Student Financial Services . . . . .	877-3080 (on-campus callers 2240)
Swirbul Library. . . . .	877-3570
University Operator (for additional numbers) . . . . .	877-3000
University Registrar, Office of the . . . . .	877-3300 (on-campus callers 2210)

#### SCHOOLS AND COLLEGES OF THE UNIVERSITY

College of Arts and Sciences. . . . .	877-4120
School of Business. . . . .	877-4600
Gordon F. Derner Institute of Advanced Psychological Studies (Derner IAPS). . . . .	877-4750
Honors College . . . . .	877-3800
Ruth S. Ammon School of Education . . . . .	877-4100
School of Nursing . . . . .	877-4510
School of Social Work . . . . .	877-4300
University College . . . . .	877-3400

#### SPECIAL PROGRAMS

General Studies. . . . .	877-3440
Learning Disabilities . . . . .	877-4710

#### OFF-CAMPUS CENTERS

Hauppauge Center . . . . .	(631) 300-4350
Hudson Valley Center . . . . .	(845) 471-3348
Manhattan Center . . . . .	(212) 965-8340
WORLD WIDE WEB. . . . .	www.adelphi.edu

Address written correspondence to the appropriate office or department at Adelphi University, One South Ave., P.O. Box 701, Garden City, New York 11530-0701.

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.

# Contents

Academic Calendars .....	5	<b>IV Honors College .....</b>	<b>157</b>
<b>I An Adelphi Education.....</b>	<b>9</b>	Courses of Instruction.....	162
Adelphi University: Uniting Liberal		<b>V School of Business .....</b>	<b>165</b>
Arts and Professional Preparation.....	10	Courses of Instruction.....	176
A Brief History of Adelphi University .....	11	<b>VI Ruth S. Ammon School of Education... 183</b>	
Office of Academic Services and Retention.....	13	Department of Curriculum and Instruction.....	187
Colleges and Schools of the University .....	13	Scholars Teacher Education	
Off-Campus Centers .....	15	Program (STEP) .....	188
Cultural and Campus Life.....	16	Department of Health Studies, Physical	
Undergraduate Curriculum and		Education, and Human	
Table of Degrees .....	17	Performance Science.....	193
Off-Campus Centers		Department of Communication Sciences	
Undergraduate Programs of Study.....	18	and Disorders.....	197
Academic Minors.....	19	Courses of Instruction .....	200
Selected Major Program Abbreviations		<b>VII School of Nursing .....</b>	<b>209</b>
and Their Descriptions.....	20	Courses of Instruction.....	216
Numeric Department Codes.....	23	<b>VIII School of Social Work .....</b>	<b>221</b>
General Education Program of Study.....	25	Courses of Instruction.....	227
Courses of Instruction.....	27	<b>IX University College.....</b>	<b>231</b>
<b>II College of Arts and Sciences .....</b>	<b>29</b>	Courses of Instruction.....	237
Programs of Study in the College		<b>X Pre-Professional Preparation and</b>	
of Arts and Sciences.....	33	<b>Joint Degree/Early Assurance</b>	
African American and Ethnic Studies .....	34	<b>Programs.....</b>	<b>241</b>
Anthropology .....	36	Pre-Professional Preparation .....	242
Art and Art History.....	38	Joint Degree/Early Assurance.....	246
Biology .....	41	<b>XI Student Life.....</b>	<b>259</b>
Special Biology Programs .....	44	<b>XII Academic Support .....</b>	<b>267</b>
Chemistry .....	46	<b>XIII Admissions .....</b>	<b>275</b>
Communications .....	48	Program-Specific Admissions Policies .....	280
Dance .....	51	School-Specific Admissions Policies .....	285
English .....	52	<b>XIV Expenses and Financial Aid .....</b>	<b>289</b>
Environmental Studies.....	56	Tuition and Fees .....	290
Gender Studies .....	60	Financial Assistance .....	295
History.....	61	Scholarships and Prizes .....	297
Interdisciplinary Major.....	63	Federal Programs.....	303
Languages and International Studies .....	64	<b>XV Rules and Regulations.....</b>	<b>309</b>
Latin American Studies .....	68	<b>XVI Faculty .....</b>	<b>329</b>
Mathematics and Computer Science .....	69	<b>Emeriti .....</b>	<b>349</b>
Music.....	72	<b>Recent Honorary Degree Recipients ...</b>	<b>353</b>
Performing Arts .....	74	<b>Board of Trustees .....</b>	<b>356</b>
Philosophy .....	78	<b>Officers of Administration .....</b>	<b>357</b>
Physics .....	79	<b>Index .....</b>	<b>359</b>
Political Science.....	83		
Sociology .....	86		
Special Programs:			
General Studies.....	89		
Levermore Global Scholars Program .....	90		
Courses of Instruction.....	91		
Special Programs:			
Courses of Instruction .....	147		
<b>III Gordon F. Derner Institute of</b>			
<b>Advanced Psychological Studies .....</b>	<b>149</b>		
Courses of Instruction.....	153		

## Academic Calendar 2007–2008\*

### Fall 2007

Friday, August 24  
Classes Begin–Fall 2007

Saturday, September 1–Monday, September 3  
Labor Day Weekend–No Classes

Friday, September 7  
Last Day to Add a Course

Wednesday, September 12  
No Classes to Begin at or After 3:50 p.m.

Thursday, September 13  
No Classes

Friday, September 14  
No Classes

Friday, September 21  
No Classes to Begin at or After 3:50 p.m.  
Last Day to Drop a Course  
Last Day to Change Course Grading Option  
Final Day to Submit Graduation Application  
for January 2008

Saturday, September 22  
No Classes

Friday, October 12  
Final Day to Submit Graduation Application  
for May 2008 (to have name appear in  
book)

Friday, October 26  
Last Day to Withdraw from a Course

Tuesday, November 6  
Mission Day–No Classes\*\*\*

Wednesday, November 21  
No Classes

Thursday, November 22–Sunday, November 25  
Thanksgiving Break–No Classes

Monday, December 10–Tuesday, December 11  
Emergency/Study Days

Sunday, December 16  
Finals Begin

Saturday, December 22  
Finals End–Last Day of Classes for Fall 2007

### Spring 2008

Wednesday, January 2  
2008 Intersession–Classes Begin\*\*

Monday, January 21  
Martin Luther King Jr. Day–No Classes

Tuesday, January 22  
2008 Intersession–Classes End\*\*

Wednesday, January 23  
Classes Begin–Spring 2008

Wednesday, February 6  
Late Registration Ends  
Last Day to Add a Class

Wednesday, February 20  
Last Day to Drop a Course  
Last Day to Change Course Grading Option

Monday, March 10–Sunday, March 16  
Spring Break–No Classes

Tuesday, March 25  
Last Day to Withdraw from a Course

Wednesday, April 23  
Research Day–No Classes\*\*\*

Thursday, May 8–Friday, May 9  
Emergency/Study Days

Saturday, May 10  
Finals Begin

Friday, May 16  
Finals End–Last Day of Classes for Spring  
2008

Sunday, May 18  
Doctoral Hooding Ceremony

Monday, May 19  
Commencement

*\*Calendar subject to change*

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

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

## **Summer 2008**

### **Session I**

Monday, May 26

Memorial Day—No Classes

Tuesday, May 27

Classes Begin—Summer Session I

Tuesday, June 3

Late Registration Ends

Last Day to Add a Course

Thursday, June 5

Last Day to Drop a Course

Last Day to Change Course Grading Option

Last Day to Submit Graduation Application  
for August 2008

Tuesday, June 17

Last Day to Withdraw from a Course

Monday, June 30

Session I Classes End

## **Summer 2008**

### **Session II**

Friday, July 4

No Classes

Monday, July 7

Classes Begin—Summer Session II

Friday, July 11

Late Registration Ends

Last Day to Add a Course

Wednesday, July 16

Last Day to Drop a Course

Last Day to Change Course Grading Option

Monday, July 28

Last Day to Withdraw from a Course

Sunday, August 10

Classes End—Summer Session II

Sunday, August 24

Summer Session 2008 Closes

## Academic Calendar 2008–2009\*

### Fall 2008

Monday, August 25  
Classes Begin

Saturday, August 30–Sunday, August 31  
Labor Day Weekend—No Classes

Monday, September 8  
Last Day to Add a Course

Monday, September 22  
Last Day to Drop a Course  
Last Day to change Course Grading Option

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

Tuesday, September 30–Wednesday, October 1  
No Classes

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

Thursday, October 9  
No Classes

Monday, October 27  
Last Day to Withdraw from a Course

Wednesday, November 26  
No Classes

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

Monday, December 8  
Emergency Day for Monday, September 29,  
Classes Beginning Before 3:50 p.m.  
Makeup Day for Monday, September 29,  
Classes Beginning on or After 3:50 p.m.

Tuesday, December 9  
Conversion Day—Wednesday Classes Starting  
on or After 3:50 p.m. will Meet as Makeup  
for October 8  
No Tuesday Classes are Held

Friday, December 12  
Emergency/Study Day

Saturday, December 13  
Saturday Classes Meet

Sunday, December 14  
Sunday Classes Meet

Monday, December 15  
Finals Week Begins

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

### Spring 2009

Friday, January 2  
2009 Intersession—Classes Begin\*\*

Monday, January 5  
Last Day to Add a Course

Thursday, January 8  
Last Day to Drop a Course

Wednesday, January 14  
Last Day to Withdraw from a Course

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

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

Monday, January 26  
Classes Begin—Spring 2009

Monday, February 9  
Last Day to Add a Course

Monday, February 23  
Last Day to Drop a Course  
Last Day to Change Course Grading Option

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

*\*Calendar subject to change*

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

Monday, March 30  
Research Day—No Classes\*\*\*  
Last Day to Withdraw from a Course

Tuesday, May 12—Wednesday, May 13  
Emergency/Study Days

Thursday, May 14  
Finals Begin

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

Thursday, May 21  
Doctoral Hooding Ceremony

Friday, May 22  
Commencement

### **Summer 2009 Session I**

Monday, May 25  
Memorial Day—No Classes

Tuesday, May 26  
Classes Begin—Summer 2009 Session I

Saturday, May 30  
Last Day to Add a Course

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

Friday, June 12  
Last Day to Withdraw from a Course

Monday, June 29  
Last Day of Summer 2009 Session I Classes

### **Summer 2009 Session II**

Monday, July 6  
Classes Begin—Summer 2009 Session II

Friday, July 10  
Last Day to Add a Course

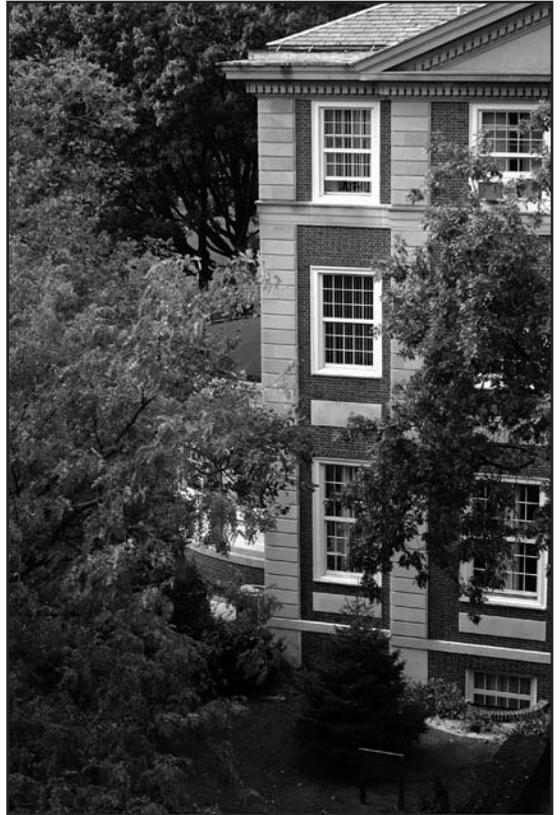
Monday, July 13  
Last Day to Drop a Course  
Last Day to Change Course Grading Option

Thursday, July 23  
Last Day to Withdraw from a Course

Sunday, August 9  
Last Day of Classes—Summer 2009 Session II

Friday, August 21  
Summer Session 2009 Closes

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



AN ADELPHI  
EDUCATION

## **Adelphi University: Uniting Liberal Arts and Professional Preparation**

Throughout its history, Adelphi University has focused on these fundamental goals: to transmit knowledge, broaden minds, and empower students to thrive in their lives and their professions.

As a result, Adelphi's undergraduates emerge with excellent preparation for graduate study and careers including medicine, law, business, the arts and sciences, nursing, education, and social work. In addition to direct professional 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 for all students: 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 and joint degree and early assurance programs; for nontraditional students seeking access to higher levels of learning through the General Studies program and working professionals in University College; and for students of exceptional promise in the Honors College. All of the 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 holistic approach 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.

Adelphi is composed of eight schools: the College of Arts and Sciences, the Honors College, the Ruth S. Ammon School of Education, the School of Business, the School of Nursing, the School of Social Work, the Gordon F. Derner Institute of Advanced Psychological Studies (Derner IAPS), and University College. Each school's 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. Faculty in each school have been chosen to meet the twin standards of professional excellence and superb teaching. With a student/faculty ratio of 11:1, Adelphi students are educated by a full-time and part-time faculty of 920 that includes internationally renowned scholars, scientists, artists, and critics.

Adelphi promotes its students' intellectual development by assigning to each first-year student a University adviser, a faculty member who serves as an intellectual model, advocate, and mentor. Additional support for learning comes from departmental advisers, 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 of over 8,300 undergraduate and graduate students, 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.

---

## A Brief History of Adelphi University

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

The appointment of Dr. Charles H. Levermore as the head of the Academy in 1893 was an important moment in Adelphi's history. Realizing the city of Brooklyn was without a liberal arts college, Levermore seized the opportunity to establish Adelphi College. Through the efforts of Timothy Woodruff, former Lieutenant Governor of New York State and future president of the Board of Trustees, Adelphi College, with 57 students and 16 instructors, was granted a charter—one of the earliest charters granted to a coeducational college by the Board of Regents of the State of New York—on June 24, 1896. Henceforth, degrees issued bore the seals of Adelphi College and of the University of the State of New York and were signed by the officers of the college and by the Chancellor and the Secretary of the University. For the next 25 years, the Academy remained intact yet separate from the College.

Over the course of the next one hundred years Adelphi grew and changed significantly. For more than three decades following 1912, the institution served only women. In 1944,

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

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

In 1963, after another decade of expansion, Adelphi was granted university status by the Board of Regents. The Garden City campus, established in 1929, has expanded from its original three buildings—Blodgett, Levermore, and Woodruff Halls—to 24 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 audio-visual items.

Today, Adelphi University's colleges and schools include the College of Arts and Sciences, the Gordon F. Derner Institute of Advanced Psychological Studies (Derner IAPS), the Honors College, the School of Business, the Ruth S. Ammon School of Education, the School of Nursing, the School of Social Work, and University College. Uniting these diverse liberal arts and professional programs is their

shared tradition of academic innovation and rigor and their common philosophy of education and lifetime learning.

While focusing its rich resources on the needs of its students, Adelphi also seeks to serve its locality, state, and nation through the research and practice of its faculty; the strength-

ening of ties between the professional schools and community; the staging of distinguished cultural events at its campuses; and most essentially, the education of a generation of future leaders and informed citizens, professionals, and community members.



---

## Office of Academic Services and Retention

Adelphi University recognizes that each student is an individual with a distinct path to intellectual fulfillment and life goals. One of the offices dedicated to students' academic pursuits is the Office of Academic Services and Retention. Here, each student's academic progress is closely monitored. Each student is viewed as an individual with unique talents, strengths, and challenges. The Office oversees undergraduate advisement and maintains an Early Warning System to help assure student success. It assists each academic unit in providing academic support and services for students.

The Office of Academic Services and Retention also provides Adelphi students with the Learning Center and Writing Center, where students can go for consultation, tutoring, and additional help in any subject.

---

## 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. The General Studies program is housed in the College of Arts and Sciences.

### Gordon F. Derner Institute of Advanced Psychological Studies (Derner IAPS)

The Gordon F. Derner Institute of Advanced Psychological Studies draws on its pioneering history as the first university-based professional school of psychology to offer an array of undergraduate through postdoctoral programs in psychology, which emphasize professional practice integrating psychological science and research. Grounded in psychological foundations within a broad cultural or societal context, our programs are sensitive to multicultural issues and integrative of multiple psychological perspectives—cognitive, social, developmental, and psychodynamic.

The Derner Institute offers a Bachelor of Arts (B.A.) in psychology, and Master of Arts (M.A.) programs in general psychology, mental health counseling, and school psychology which prepare students to be lifelong learners and professionals who apply psychology in their chosen careers. Our Doctor of Philosophy (Ph.D.) program in clinical psychology is nationally recognized for its preparation of students for clinical practice. The Institute also offers a respecialization diploma in clinical psychology and postgraduate diplomas in psychotherapy and psychoanalysis including adult, child, and adolescent; group psychotherapy; marriage and couple therapy; and psychodynamic school psychology. The Institute operates two clinics, which offer assessment and psychotherapy services.

### Honors College

To meet the challenge of increasing expectations for higher education in the 21st century, Adelphi launched its Honors College in September 1995. In 1997 the Honors College was one of 28 programs and departments chosen from over 800 nominations to be placed on the Templeton Honor Rolls as an example of true excellence in American higher education. The first graduating classes have proved the college worthy of this honor, gaining admission for graduate and profes-

sional study at Brown, Columbia, the University of Pennsylvania, Cornell, NYU, 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, and where 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 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. The School is accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

### **Ruth S. Ammon**

#### **School of Education**

The Ruth S. Ammon School of Education is composed of three major departments: Communication Sciences and Disorders; Curriculum and

Instruction; and Health Studies, Physical Education and Human Performance Science.

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

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

The Ammon School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE).

### **School of Nursing**

To educate successful nursing professionals, the School of Nursing incorporates science and the liberal arts into a unique field of study. The School is committed to excellence in teaching, clinical practice, scholarship, research, and community engagement. Graduates of the School are educated and prepared to become professional nurses who are accountable to clients, society, and the profession. Upon successful completion of the designated course of study, the student is eligible to take the State Board of Nursing Exam (NCLEX). The baccalaureate nursing program is also accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C. 20036-1120, (202) 887-6791.

## School of Social Work

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

## University College

Through the adult academic programs offered in University College, students earn associate or bachelor degrees, or certificates, that can help them advance in present careers, prepare for new ones, or qualify for higher-level study. These programs are not aimed narrowly at preparation for one profession; rather, like all of Adelphi University's undergraduate programs, University College aims to help students develop their capacity for self-knowledge, critical thought, and understanding of the modern world. As students become more fully learned, they become better equipped for life, as well as for work. University College emphasizes pedagogical excellence, innovative support services, and flexible scheduling geared to the scheduling and curricular needs of working adults. A 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 the development of educational goals.

---

## Off-Campus Centers

To meet the needs of students and the wider community, Adelphi extends its reach beyond the Garden City campus through its off-campus centers in Manhattan; Hauppauge, Long Island; and Poughkeepsie, NY, where the **Hudson**

**Valley Center** offers a graduate program in social work; as well as through a variety of off-site programs in diverse locales throughout the metropolitan region.

## The Manhattan Center

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

The Manhattan Center offers course work in a variety of career-advancing undergraduate and graduate programs conveniently scheduled for adult students. Undergraduate course work is offered in business, nursing, social sciences, and social work. Graduate course work is offered in social work and education (including elementary education, secondary education, special education, bilingual/ESL, reading, speech and communication disorders, and educational administration/technology). Students are supported by full-time academic advisers and financial aid counselors, as well as a multimedia room and computer labs.

In addition, the Manhattan Center houses a Center for Psychological Services that provides free services and field placement opportunities to Adelphi students as well as low-cost services to members of the community. The services include tutoring/literacy support, psychological and educational testing, speech therapy, and individual/group counseling.

## The Hauppauge Center

Adelphi University's Hauppauge Center is located at 55 Kennedy Drive in Hauppauge, NY, a rapidly growing business and industrial community in Suffolk County, Long Island. The Center is located conveniently near the Long Island Expressway, Northern State Parkway, and Motor Parkway.

The Hauppauge Center offers undergraduate courses in business, criminal justice, social sciences, social work, and literature. Nursing courses for registered nurses seeking a Bachelor of Science degree in nursing are also offered. Graduate programs are offered in social work, psychology, and school psychology. On-site resources include advisers, library services, computer lab, and multimedia conference rooms.

---

## 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 theatre and concert performances, visits to museums and gallery exhibitions, and informed tours of national centers of scientific research, government, and finance.

Adelphi has a long tradition of inviting individuals to the University to enhance campus dialogue.

Students, faculty, and the wider community enjoy a wide variety of arts and events featuring prestigious guests and talented faculty and students. Cultural events are scheduled throughout the year and include the performing arts—dance, theatre, and music—as well as a lecture series, art series, and an ambassador series.

Recent guest speakers on campus have addressed various topics. Seymour Hersh, the widely acclaimed investigative reporter, spoke about the Iraqi prisoner scandal that is detailed in his book, *Chain of Command: The Road from 9/11 to Abu Ghraib*. The general managers of both the New York Mets and the New York Yankees were on campus to present “Baseball in the Big Apple: An Evening with Brian Cashman and Omar Minaya.” And, Anthony Bourdain, Executive Chef at New York’s famous bistro *Les Halles* and host of Travel Channel’s *No Reservations*, cooked for students and gave a lecture entitled “How to Stop Worrying and

Enjoy Globalization/Global Adventures in Extreme Cuisine.”

The Cultural Events Committee brings world-renowned and fascinating speakers to our campus. Past speakers include former Soviet president Mikhail Gorbachev and former Israeli Prime Minister Shimon Peres; authors James Bradley, Jonathan Kozol, Alice Hoffman, and Jane Smiley; journalists and political commentators David Gergen, Robert MacNeil, James Carville, and Mary Matalin; Nobel Prize winner Bill Phillips; actors Rita Moreno and Ben Vereen; filmmaker Spike Lee; and historians Arthur Schlesinger, Jr., and Doris Kearns Goodwin.

For information about upcoming productions and events visit <http://events.adelphi.edu>.

---

## Undergraduate Curriculum and Table of Degrees With New York State Program Codes

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.S.Ed., B.B.A., B.F.A., B.S.W.), 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 School of Nursing requires 124 credits for its generic degree and 123 credits for its R.N. degree.

The University awards the following undergraduate degrees to students who fulfill degree requirements. Each degree is followed by its New York State program code. Students are advised that enrollment in other than registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards.

### Associate of Arts (A.A.)

Liberal Arts (04182)

### Associate of Science (A.S.)

Emergency Services Administration  
(31711)

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

Anthropology (04174)  
Art (04110)  
Art Education (23163)  
Biology (04086)  
Business (78088)  
Chemistry (04154)  
Communications (04094)  
Communicative Disorders (04127)  
Dance (04114)  
Economics (04175)  
English (04132)

Environmental Studies (19055)  
Fine Arts (78090)  
Foreign Language Studies (04115)  
French (04117)  
History (04091)  
Interdisciplinary Studies (22295)  
International Studies (22297)  
Latin American Studies (78856)  
Literature (78096)  
Mathematics (04139)  
Natural Sciences (78094)  
Philosophy (04137)  
Physics (04148)  
Political Science (04179)  
Psychology (04162)  
Social Sciences (78092)  
Sociology (04181)  
Spanish (04120)  
Speech Arts (04136)

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

Accounting (04090)  
Management (04093)

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

Dance (78386)  
Studio Art (31034)  
Theatre (76177)

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

Biochemistry (89304)  
Biology (04085)  
Business (78089)  
Chemistry (04155)  
Computer and Management Information  
Systems (27647)  
Computer Science (79405)  
Criminal Justice (26699)  
Emergency Services Administration  
(31712)  
Exercise Science and Sports Management  
(28976)  
Finance (04123)  
Interdisciplinary Studies (22296)

Mathematics (04140)  
Modified Secondary Teacher Education  
Program (19749)  
Music K–12 Education (04105)  
Music (04113)  
Natural Sciences (78095)  
Nursing (04125)  
Nursing (85080)  
Physical Education (23164)  
Physical Education (04107)  
Physical Education and Health Education  
(23165)  
Physics (04147)  
Social Science (78093)  
Natural Sciences (78095)

R.N. to Bachelor of Science (B.S.)  
in Nursing  
Bachelor of Social Work (B.S.W.)

*Hauppauge Center*

Bachelor of Arts (B.A.) in Literature  
Bachelor of Arts (B.A.) in Social Sciences  
Bachelor of Science (B.S.) in Business  
Bachelor of Science (B.S.) in Criminal  
Justice  
Bachelor of Social Work (B.S.W.)

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

Elementary Teacher PreK–6 (04096)

**Bachelor of Arts (B.A.)/  
Master of Arts (M.A.)**

Scholars Teacher Education Program  
(STEP) (23167)

**Bachelor of Science (B.S.)/  
Master of Arts (M.A.)**

Scholars Teacher Education Program  
(STEP) (23166)

**Bachelor of Science (B.S.)/  
Master of Science (M.S.)**

Nursing Administration (91025)  
Nursing Education (30931)

**Bachelor of Social Work (B.S.W.)**

Social Work (04171)

**Off-Campus Centers Undergraduate  
Programs of Study**

*Manhattan Center*

Bachelor of Arts (B.A.) in Social Sciences  
Bachelor of Science (B.S.) in Business  
Bachelor of Science (B.S.) in Nursing

---

## Academic Minors

Students wanting to declare a minor should do so by the first semester of their junior year, but by no later than the beginning of the first semester of their senior year. This will enable them to seek the advice needed to be able to complete the requirements of the minor. Some departments offer more than one minor track and new minors are being constantly developed. Students are advised to consult the department's minor advisers as early in their studies as possible. An advisory committee made up of faculty from the contributing departments represents interdisciplinary minors. The declaration of intention to pursue a minor sign-off form has a place for the signature of the department chairperson and dean. Pass/Fail courses may not be applied to a minor. Students must achieve a minimum 2.00 GPA in their minor courses in order to be qualified to have the minor listed on their transcript.

Environmental Studies  
 French  
 \* Gender Studies  
 History  
 \* Journalism  
 \* Latin American Studies  
 Mathematics  
 Music  
 Performing Arts/Dance  
 Philosophy  
 Physical Education  
 Physics  
 Political Science  
 Psychology  
 \* Public Service  
 Sociology  
 Spanish  
 Theatre  
 Theatre Design/Technology

## Current Academic Minors

\* African American and Ethnic Studies  
 Anthropology  
 \* Anthropology: Forensic Anthropology  
 \* Art: Art History  
 Art: Fine Arts (Studio Arts)  
 \* Asian Studies  
 Biology  
 Business  
*Business also offers a series of clusters:*  
   Introduction to Human Resource  
   Management  
   Introduction to Business Law  
   Introduction to Accounting  
   Introduction to Finance  
   Introduction to Marketing  
   Introduction to Information Technology  
 Communications  
 Computer Science  
 Economics  
 English

\*Offered as minors only.

## Selected Major Program Abbreviations and Their Descriptions

This list identifies some of Adelphi University's major program abbreviations and codes. It should not be viewed as a complete list of the University's programs. Journalism, for example, is not on the list but it is offered by the Communications Department in cooperation with the English Department. Some programs offer courses on several levels; please consult the individual units for details.

### Ordered Alphabetically by Code

CODE	Description	Note
AAS	AFRICAN AMERICAN ST	¶
ABL	LIBERAL ARTS (UC)	
ACA	FINE ARTS (UC)	
ACG	CRIMINAL JUSTICE	
AEN	ART EDUCATION	
AHS	LITERATURE (UC)	
AMC	BUSINESS (UC)	
ANS	NATURAL SCIENCE (UC)	
ANT	ANTHROPOLOGY	
ART	ART	
ASC	SOCIAL SCIENCES (UC)	
BAA	ACCOUNTING	
BCH	BIOCHEMISTRY	
BEN	ECONOMICS	
BFN	FINANCE	
BGL	GRAD OPP ACCEL LEARN	
BHR	HUMAN RESOURCE MNGMT	
BIO	BIOLOGY	
BMG	MANAGEMENT	
CAP	CHILD & ADOL PSYCHOTHR § CAGS	
CCP	RESPEC CLINICAL PSY	§
CHE	CHEMISTRY	
CIS	COMPUTER MGT INFO SY	
COM	COMMUNICATIONS	
CSC	COMPUTER SCIENCE	
DAN	DANCE	
EAB	SCIENCE ED 7-12 AREA	- CAGS
EAC	EARLY CHILDHOOD ED	-
EAD	SOCIAL ST ED 7-12	-

CODE	Description	Note
EAF	ENGLISH ED 7-12	-
EAM	MATHEMATICS ED 7-12	-
EAR	ART EDUCATION	-
EAS	EARTH SCIENCE	¶
ECH	CHILDHOOD EDUCATION	-
ECK	CHILDHOOD SPEC ED ST (NC)	-
ECM	COMMUNICATION DSRDS	-
ECT	BIL ED CERT TEACHERS	
ECU	BIL ED CERT TEACHERS	
ECV	EARLY CLDHD ED INSER	-
EDE	ELEMENTARY PRE N-6 IS	-
EDL	ED LEADRSHIP & TECHNGLY	
EDN	EDUCATION NON DEG	
EEC	CHILDHOOD SPEC ED	-
EHE	HEALTH EDUCATION	-
EHG	HEALTH ED (GATE)	-
EIS	CLHD SPEC ED INCL ST	
ELY	LITERACY EDUCATION	
EMG	EMERGENCY MANAGEMENT	
ENG	ENGLISH	
ENV	ENVIRONMENTAL STUDY	
EPC	EARLY CLDHD ED PRECT	-
EPG	PHYSICAL ED (GATE)	-
EPH	EXER SCI & SPT MGMT	-
ESB	BIOLOGY 7-12	-
ESC	CHEMISTRY 7-12	-
ESD	EARLY CHILD SPC ED	AC
ESE	ENGLISH 7-12	-
ESI	EARLY CHLD SPC ED (IN)	-
ESJ	EARLY CHLD SPC ED (PS)	-
ESL	TEACH ENG SPK OTH LG	-
ESM	MATHEMATICS 7-12	
ESO	SOCIAL STUDIES 7-12	-
ESP	PHYSICS 7-12	-
ESX	SCHOOL PSYCHOLOGY	
ETE	TEACH ENG SPK OTH LG	-
ETF	URBAN ED STUDIES	-
EZA	SCHOLAR TEACH ED PGM	
FRE	FRENCH	
HCH	COMMUNITY HEALTH ED	-
HIS	HISTORY	
ICL	CLINICAL PSYCHOLOGY	-
INT	INTERNATIONAL ST	
ITD	INTERDISCIPLINARY ST	
LAN	FOREIGN LANGUAGE ST	
LAS	LATIN-AMERICAN STUDY	
LGS	LEVERMORE GLOBAL SCHOLARS	
MCT	MARRIAGE/COUPLE THER § CAGS	

CODE	Description	Note
MTH	MATHEMATICS	
MUS	MUSIC	
NAD	NUR SERVICE ADMIN	-
NED	NURSING EDUCATION	- AC
NPA	ADULT HLTH NUR PRACT	- CAGS
NKH	NURSING KINGSBROOK JEWISH MED CTR	
NMM	NURSING MERCY MED CTR	
NRN	NURSING (RN)	
NUR	NURSING	
NWH	NURSING WINTHROP HOSPITAL	
PHE	PHYS ED & HEALTH ED	
PHI	PHILOSOPHY	
PHY	PHYSICS	
PIA	PSYCHOLOGY	
PMA	PSYCHOLOGY	-
PMC	MENTAL HEALTH COUNSL	-
POL	POLITICAL SCIENCE	
PPS	PSYCHOANALYSIS/THER	§ CAGS
PSC	PSYDN SCHOOL THERAPY PSYCH	§ CAGS
PYE	PHYSICAL EDUCATION	
SAU	AUDIOLOGY	
SCD	COMMUNICATION DSORDS	-
SOC	SOCIOLOGY	
SPD	DEAF STUDIES	+
SPA	SPANISH	
SSJ	SPEECH (ST. JOSEPHS)	
SWB	P/M STUDY BIL SWK	
SWK	SOCIAL WORK (M.S.W.)	—
SWL	SOCIAL WELFARE (PH.D.)	-
THE	THEATRE ARTS	
UBS	BASIC SCIENCE HEALTH PRO	AC
WST	GENDER STUDIES	¶

**Ordered Alphabetically by Description**

Description	CODE	Note
ACCOUNTING	BAA	
ADULT HLTH NUR PRACT	NPA	- CAGS
AFRICAN AMERICAN ST	AAS	¶
ANTHROPOLOGY	ANT	
ART	ART	
ART EDUCATION	AEN	
ART EDUCATION	EAR	-
AUDIOLOGY	SAU	
BASIC SCIENCE HEALTH PRO	UBS	AC
BIL ED CERT TEACHERS	ECT	
BIL ED CERT TEACHERS	ECU	
BIOCHEMISTRY	BCH	
BIOLOGY	BIO	
BIOLOGY 7-12	ESB	-
BUSINESS (UC)	AMC	
CHEMISTRY	CHE	
CHEMISTRY 7-12	ESC	-
CHILD & ADOL PSYCHOTHR	CAP	§ CAGS
CHILDHOOD EDUCATION	ECH	-
CHILDHOOD SPEC ED	EEC	-
CHILDHOOD SPEC ED ST (NC)	ECK	-
CLHD SPEC ED INCL ST	EIS	
CLINICAL PSYCHOLOGY	ICL	-
COMMUNICATION DSORDS	SCD	-
COMMUNICATION DSRDS	ECM	-
COMMUNICATIONS	COM	
COMMUNITY HEALTH ED	HCH	-
COMPUTER MGT INFO SY	CIS	
COMPUTER SCIENCE	CSC	
CRIMINAL JUSTICE	ACG	
DANCE	DAN	
DEAF STUDIES	SPD	+
EARLY CHILDHOOD ED	EAC	-
EARLY CHLD SPC ED	ESD	AC
EARLY CHLD SPC ED (IN)	ESI	-
EARLY CHLD SPC ED (PS)	ESJ	-
EARLY CLDHD ED INSER	ECV	-
EARLY CLDHD ED PRECT	EPC	-
EARTH SCIENCE	EAS	¶
ECONOMICS	BEN	
ED LEADRSHP & TECHNLY	EDL	- AC
EDUCATION NON DEG	EDN	
ELEMENTARY PRE N-6 IS	EDE	-
EMERGENCY MANAGEMENT	EMG	
ENGLISH	ENG	

**KEY**

¶	Minor only
-	Master's Level
—	Doctoral Level
§	Postdoctoral Certificate
+	Special Interest Courses
AC	Advanced Certificate
CAGS	Certificate Advanced Graduate Study
UC	University College
NC	Non Certification
IN	In-Service
PS	Pre-Service

**Ordered Alphabetically by Description (continued)**

<b>Description</b>	<b>CODE</b>	<b>Note</b>	<b>Description</b>	<b>CODE</b>	<b>Note</b>
ENGLISH 7–12	ESE	–	POLITICAL SCIENCE	POL	
ENGLISH ED 7–12	EAF	–	PSYCHOANALYSIS/THER	PPS	§ CAGS
ENVIRONMENTAL STUDY	ENV		PSYCHOLOGY	PIA	
EXER SCI & SPT MGMT	EPH	–	PSYCHOLOGY	PMA	–
FINANCE	BFN		PSYDN SCHOOL THERAPY		
FINE ARTS (UC)	ACA		PSYCH	PSC	§ CAGS
FOREIGN LANGUAGE ST	LAN		RESPEC CLINICAL PSYCH	CCP	§
FRENCH	FRE		SCHOLAR TEACH ED PGM	EZA	
GENDER STUDIES	WST	¶	SCHOOL PSYCHOLOGY	ESX	
GRAD OPP ACCEL LEARN	BGL		SCIENCE ED 7–12 AREA	EAB	– CAGS
HEALTH ED (GATE)	EHG	–	SOCIAL SCIENCES (UC)	ASC	
HEALTH EDUCATION	EHE	–	SOCIAL ST ED 7–12	EAD	–
HISTORY	HIS		SOCIAL STUDIES 7–12	ESO	–
HUMAN RESOURCE MNGMT	BHR		SOCIAL WELFARE	SWL (PH.D.)	–
INTERDISCIPLINARY ST	ITD		SOCIAL WORK (M.S.W.)	SWK	—
INTERNATIONAL ST	INT		SOCIOLOGY	SOC	
LEVERMORE GLOBAL SCHOLARS	LGS		SPANISH	SPA	
LATIN-AMERICAN STUDY	LAS		TEACH ENG SPK OTH LG	ETE	–
LIBERAL ARTS (UC)	ABL		TEACH ENG SPK OTH LG	ESL	
LITERACY EDUCATION	ELY		THEATRE ARTS	THE	
LITERATURE (UC)	AHS		URBAN ED STUDIES	ETF	–
MANAGEMENT	BMG				
MARRIAGE/COUPLE THER	MCT	§ CAGS			
MATHEMATICS	MTH				
MATHEMATICS 7–12	ESM				
MATHEMATICS ED 7–12	EAM	–			
MENTAL HEALTH COUNSL	PMC	–			
MUSIC	MUS				
NATURAL SCIENCE (UC)	ANS				
NUR SERVICE ADMIN	NAD	–			
NURSING EDUCATION	NED	– AC			
NURSING KINGSBROOK JEWISH MED CTR	NWK				
NURSING MERCY MEDICAL CENER	NMM				
NURSING	NUR				
NURSING (RN)	NRN				
NURSING WINTHROP HOSPITAL	NWH				
P/M STUDY BIL SWK	SWB				
PHILOSOPHY	PHI				
PHYS ED & HEALTH ED	PHE				
PHYSICAL ED (GATE)	EPG	–			
PHYSICAL EDUCATION	PYE				
PHYSICS	PHY				
PHYSICS 7–12	ESP	–			

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

**KEY**

¶	Minor only
–	Master's Level
—	Doctoral Level
§	Postdoctoral Certificate
+	Special Interest Courses
AC	Advanced Certificate
CAGS	Certificate Advanced Graduate Study
UC	University College
NC	Non Certification
IN	In-Service
PS	Pre-Service

# Numeric Department Codes

**Dept. # Description**

0083 HONORS  
 0101 AFRICAN AMERICAN STUDIES  
 0103 ANTHROPOLOGY  
 0104 ART  
 0105 BIOLOGY  
 0106 CHEMISTRY  
 0108 COMMUNICATIONS  
 0111 ART HISTORY  
 0112 EARTH SCIENCE  
 0122 ENGLISH  
 0125 ENVIRONMENTAL STUDIES  
 0128 FRENCH  
 0130 GERMAN  
 0131 GREEK  
 0132 HEBREW  
 0136 HISTORY  
 0137 INTERDISCIPLINARY STUDIES  
 0138 ITALIAN  
 0140 LATIN  
 0141 JAPANESE  
 0142 LINGUISTICS  
 0144 MATHEMATICS  
 0145 COMPUTER SCIENCE  
 0148 MATH TEACHERS PROGRAM  
 0154 PHILOSOPHY  
 0156 PHYSICS  
 0158 POLITICAL SCIENCE  
 0169 RUSSIAN  
 0170 SOCIOLOGY  
 0172 SPANISH  
 0187 INTERNATIONAL STUDIES PROGRAM  
 0191 PERFORMING ARTS—DANCE  
 0192 PERFORMING ARTS—ACTING  
 0193 PERFORMING ARTS—TECH THEATRE/  
 DESIGN  
 0195 MUSIC THEORY  
 0196 MUSIC HISTORY  
 0197 MUSIC PERFORMANCE GROUPS  
 0198 MUSIC PRIVATE INSTRUCTION  
 0201 ACCOUNTING  
 0203 ECONOMICS  
 0204 BUSINESS ADMINISTRATION  
 0206 HEALTH SERVICES ADMINISTRATION  
 0207 OPERATIONS  
 0208 HUMAN RESOURCE MANAGEMENT  
 0209 FINANCE  
 0210 MANAGEMENT  
 0211 BUSINESS LAW

0212 MARKETING  
 0214 INTEGRATIVE EXPERIENCE  
 0302 NURSING  
 0404 SOCIAL WORK  
 0501 PSYCHOLOGY  
 0502 PSYCHOLOGY—MASTER’S PROGRAM  
 0503 ADVANCED PSYCHOLOGICAL STUDIES  
 0504 SCHOOL PSYCHOLOGY  
 0505 POSTDOCTORAL PSYCHOTHERAPY  
 0507 MENTAL HEALTH COUNSELING  
 0602 UNIVERSITY COLLEGE  
 0606 UC CRIMINAL JUSTICE  
 0611 UC HUMANISTIC STUDIES  
 0612 UC NATURAL SCIENCE  
 0613 UC SOCIAL SCIENCE  
 0615 UC MGMT & COMMUNICATIONS  
 0616 EMERGENCY MANAGEMENT  
 0619 GENERAL STUDIES  
 0620 GENERAL STUDIES ENGLISH  
 0621 GENERAL STUDIES HISTORY  
 0623 GENERAL STUDIES SOCIAL SCIENCE  
 0625 GENERAL STUDIES MATH/SCIENCE  
 0637 UC INTERDISCIPLINARY STUDY  
 0801 EDUCATION  
 0802 EDUCATION—LITERACY  
 0803 EDUCATION—ART  
 0804 EDUCATION—BILINGUAL ED  
 0805 EDUCATION—EDUCATION STUDIES  
 0806 EDUCATIONAL LEADERSHIP & TECH  
 0807 EDUCATION—ELEMENTARY ED  
 0808 EDUCATION—ESL  
 0809 EDUCATION—ADOLESCENT ED  
 0810 EDUCATION—SPECIAL EDUCATION  
 0811 CLA ENGLISH REQUIREMENTS  
 0812 EDUCATION—TEACHING FELLOWS  
 0814 EDUCATION—EARLY CHILDHOOD  
 0820 EDUCATION—EARLY CHILD SPEC ED  
 0834 HEALTH STUDIES  
 0836 EDUCATION—STEP  
 0851 PHYSICAL EDUCATION  
 0852 PHYSICAL EDUCATION  
 0853 PHYSICAL EDUCATION—SKILLS  
 0874 COMMUNICATION SCIENCES  
 0876 COMMUNICATION SCIENCES  
 0878 COMMUNICATION SCIENCES  
 0952 FRESHMAN EXPERIENCE  
 0960 LEVERMORE GLOBAL SCHOLARS

## Ordered Alphabetically by Department

### Dept. # Description

0101	AFRICAN AMERICAN STUDIES	0083	HONORS
0201	ACCOUNTING	0208	HUMAN RESOURCE MANAGEMENT
0103	ANTHROPOLOGY	0214	INTEGRATIVE EXPERIENCE
0111	ART HISTORY	0137	INTERDISCIPLINARY STUDIES
0104	ART	0187	INTERNATIONAL STUDIES PROGRAM
0105	BIOLOGY	0138	ITALIAN
0204	BUSINESS ADMINISTRATION	0141	JAPANESE
0211	BUSINESS LAW	0140	LATIN
0106	CHEMISTRY	0960	LEVERMORE GLOBAL SCHOLARS
0108	COMMUNICATIONS	0142	LINGUISTICS
0874	COMMUNICATION SCIENCES	0210	MANAGEMENT
0876	COMMUNICATION SCIENCES	0212	MARKETING
0878	COMMUNICATION SCIENCES	0144	MATHEMATICS
0145	COMPUTER SCIENCE	0148	MATH TEACHERS PROGRAM
0112	EARTH SCIENCE	0195	MUSIC—THEORY
0203	ECONOMICS	0196	MUSIC—HISTORY
0801	EDUCATION	0197	MUSIC—PERFORMANCE GROUPS
0809	EDUCATION—ADOLESCENT	0198	MUSIC—PRIVATE INSTRUCTION
0803	EDUCATION—ART	0302	NURSING
0804	EDUCATION—BILINGUAL ED	0207	OPERATIONS
0807	EDUCATION—ELEMENTARY ED	0192	PERFORMING ARTS—ACTING
0814	EDUCATION—EARLY CHILDHOOD	0191	PERFORMING ARTS—DANCE
0820	EDUCATION—EARLY CHILD SPEC ED	0154	PHILOSOPHY
0805	EDUCATION—EDUCATION STUDIES	0851	PHYSICAL EDUCATION
0808	EDUCATION—ESL	0852	PHYSICAL EDUCATION
0806	EDUCATIONAL LEADERSHIP & TECH	0853	PHYSICAL EDUCATION—SKILLS
0802	EDUCATION—LITERACY	0156	PHYSICS
0810	EDUCATION—SPECIAL EDUCATION	0158	POLITICAL SCIENCE
0836	EDUCATION—STEP	0501	PSYCHOLOGY
0812	EDUCATION—TEACHING FELLOWS	0502	PSYCHOLOGY, MASTER'S PROGRAM
0616	EMERGENCY MANAGEMENT	0507	PSYCH—MENTAL HEALTH
0122	ENGLISH		COUNSELING
0811	ENGLISH—CLA ENGLISH REQ	0503	PSYCH—ADVANCED PSYCHOLOGICAL STUDIES
0125	ENVIRONMENTAL STUDIES	0504	PSYCH—SCHOOL PSYCHOLOGY
0209	FINANCE	0505	PSYCHOTHERAPY— POSTDOCTORAL
0128	FRENCH	0193	PERF ARTS—TECH THEATRE/DESIGN
0952	FRESHMAN EXPERIENCE	0169	RUSSIAN
0619	GENERAL STUDIES	0170	SOCIOLOGY
0620	GENERAL STUDIES—ENGLISH	0404	SOCIAL WORK
0621	GENERAL STUDIES—HISTORY	0172	SPANISH
0625	GENERAL STUDIES—MATH/SCIENCE	0602	UNIVERSITY COLLEGE
0623	GENERAL STUDIES—SOCIAL SCIENCE	0606	UC CRIMINAL JUSTICE
0130	GERMAN	0611	UC HUMANISTIC STUDIES
0131	GREEK	0637	UC INTERDISCIPLINARY STUDY
0206	HEALTH SERVICES ADMINISTRATION	0615	UC MGMT & COMMUNICATIONS
0132	HEBREW	0612	UC NATURAL SCIENCE
0834	HEALTH STUDIES	0613	UC SOCIAL SCIENCE
0136	HISTORY		

---

## General Education Program of Study

*Science Building, Room 123*

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

Email: shopsis@adelphi.edu

Throughout its 111-year history Adelphi University has had a commitment to the value of a strong liberal arts and sciences education for all students. Given the complexities and challenges of modern life, we believe that all students, whatever their majors or professional aspirations, need an extensive array of academic skills and knowledge to assume a responsible role in society.

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

In the first semester of the freshman year students will take a one-credit course entitled **First Year Orientation Experience**. This course serves as an introduction to university life in its various curricular and cocurricular 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 Development Center, Learning Center, Writing Center, Computer Center), and discusses important social, academic, and community issues.

An **English Composition** course is taken in the first year. 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 **First Year Seminar**. This three-credit course introduces freshmen to intellectual life at Adelphi University by providing them with a 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 is 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, ESL 111 or 112, permission required; an additional English composition course, ENG 108, 109, 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 advisers and the *Directory of Classes* for help in selecting these courses. Courses taken to meet the distribution requirement can also serve to meet major or minor requirements. The intention of this provision is to permit students who become intrigued with a discipline while meeting distribution requirements to use the course(s) taken toward a major, minor, or second major.

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 advisers 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, First Year Orientation Experience, *1 credit*
2. GEN 110, First Year 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

---

## Courses of Instruction

### GENERAL EDUCATION

#### **GEN 100 First Year**

##### **Orientation Experience** *1 credit*

A one-credit course for first-year students designed to serve as an introduction to the University. This orientation to Adelphi includes instruction in the use of the library and computer resources, the Career Development, Writing, and Learning Centers. It also addresses basic study and writing skills and community and social issues faced by new collegians. This course is graded as a regular course (e.g., not pass/fail).

#### **GEN 110 First Year 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 "Academics" and "General Education."





COLLEGE OF  
ARTS AND SCIENCES

## College of Arts and Sciences

*Science Building, Room 127*

Gayle Dranch Insler, *Dean*

Email: insler@adelphi.edu

Steven J. Rubin, *Associate Dean*

Charles Shopsis, *Associate Dean*

Michael Stepniak, *Associate Dean*

Ruth McShane, *Assistant Dean*

### Philosophy of the College

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

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

Arriving at this “why” is the obligation of the humanities, those studies that preserve and interpret the intellectual and cultural heritage of the west and of the whole world. Literature is part of this heritage, as are philosophy, history, fine arts, music and drama, language and linguistics, and the bedrock sciences of chemistry, biology, physics, and mathematics. Explorations

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

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

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

The faculty of the College of Arts and Sciences would have its students develop in the broadest possible manner. Classroom learning is a part of the student’s education, but that learning should always be pushing the student beyond the classroom, stimulating him or her to explore that which has yet to be revealed. Thus the student is encouraged to pursue original research, to undertake collaborative work with peers and mentors, to work in a variety of internships in community service or the corporate world, and

to avail himself or herself of the opportunities that the University offers to meet visiting artists, scholars, and world figures.

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

## **Degree Requirements**

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

## **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 Business or Derner IAPS. That student can, however, be a candidate for only one degree.

Most departments in the College of Arts and Sciences offer a series of courses (18 to 24 credits) that constitute a minor. In consultation with a faculty adviser 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 "Pre-Professional Preparation" in Chapter X as well as your major area of study in this chapter.

## **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 adviser 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**

Written requests for waivers from the College of Arts and Sciences regulations are submitted to the Office of the Dean of the College for consideration by the Academic Standards Committee of the College.

## Joint Degree/Early Assurance Programs

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

**For information about specific joint degree/early assurance programs, please see Chapter X. For additional information, please contact each department directly.**

- **Dentistry**  
For additional information, please contact the Department of Biology at (516) 877-4200 or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.
- **Engineering**  
For additional information, please contact the Office of Pre-Professional Advising and Fellowships at (516) 877-3140 or your major department:  
Department of Physics at (516) 877-4880  
Department of Mathematics and Computer Sciences at (516) 877-4480  
Department of Biology at (516) 877-4200  
Department of Chemistry at (516) 877-4130
- **Environmental Studies**  
For additional information, please contact the Department of Environmental Studies at (516) 877-4170, the Department of Biology at (516) 877-4200, or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.
- **Law**  
For additional information, please contact the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.
- **Optometry**  
For additional information, please contact the Department of Biology at (516) 877-4200 or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.
- **Physical Therapy**  
For additional information, please contact the Department of Biology at (516) 877-4200, the Department of Health Studies, Physical Education and Human Performance Science at (516) 877-4260, or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

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

African American and Ethnic Studies	minor
Anthropology	major/minor
Anthropology: Forensic Anthropology	minor
Art	major/minor
Art History	major/minor
Biochemistry (See Chemistry)	major/minor
Biology	major/minor
Chemistry	major/minor
Communications	major/minor
Computer and Management Information Systems	major
Computer Science	major/minor
Criminal Justice (Arts and Sciences and University College)	major
Dance	major/minor
Economics*	major/minor
English	major/minor
Environmental Studies	major/minor
Gender Studies	minor
History	major/minor
Journalism	concentration
Languages and International Studies	
Asian Studies	minor
European Studies	minor
International Studies	major/minor
French	major/minor
German	minor
Spanish	major/minor
Linguistics	minor
Latin American Studies	major/minor
Mathematics	major/minor
Music	major/minor
Performing Arts	
Theatre Arts: Acting	major/minor
Theatre Arts: Design/Technology	major/minor
Philosophy	major/minor

Physics	major/minor
Political Science	major/minor
Pre-Law Preparation**	<i>various majors</i>
Pre-Medical Preparation**	<i>various majors</i>
Psychology***	major/minor
Sociology	major/minor

## Special Programs

General Studies
Joint Degree:**
Dentistry
Engineering
Law
Optometry
Physical Therapy
Levermore Global Scholars

\* See School of Business, Chapter V

\*\* See Pre-Professional Preparation and Joint Degree/  
Early Assurance Programs, Chapter X

\*\*\* See Gordon F. Derner Institute of Advanced  
Psychological Studies, Chapter III

## African American and Ethnic Studies, Center for

*Alumnae Annex, Room 300*

Marsha J. Tyson Darling, *Director,*  
*Professor of African American and Ethnic*  
*Studies; Professor of History*  
Email: [darling@adelphi.edu](mailto:darling@adelphi.edu)

The Center for African American and Ethnic Studies is building on over three decades of success in offering interdisciplinary teaching, scholarship, and cultural programming. The Center's primary emphasis will continue to be on providing an interdisciplinary minor that focuses on exploring the history, culture, and contemporary dimensions of peoples of African descent.

The Center's global vision, and the minor in African American and Ethnic Studies, offer a broad and interdisciplinary range of courses that prepare students to examine and develop concepts and theories that 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, 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, the social sciences, culture and society, and contemporary issues.

The minor in African American and Ethnic Studies enhances employment opportunities in an increasingly 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. Courses and events are available to all students

of the University regardless of their major, concentration, race, or ethnicity.

*Courses are 3 credits unless noted otherwise.*

### The Minor in African American and Ethnic Studies (18 credits)

#### Required:

AAS 204/HIS 204	Black History in the United States to 1865
AAS 205/HIS 205	Black History in the United States 1865 to Present

Plus four additional three-credit electives (for a total of 12 credits) from the following areas:

#### Social Sciences:

AAS 208	Elements of Black Culture
AAS 265	Developing World Culture, Conflict, Change
AAS 306/POL 305	Race and Politics
AAS 333	Women in International Development
AAS 390	Special Topics: Comparative African American Religions
AAS 390	Special Topics: Law and Human Rights: A Global Perspective
HIS 299	History of Ethnicity in the U.S.
SOC 288	Social Inequality and the Law
SWK 542	Oppression, Diversity, and the Struggle for Human Rights

**Humanities:**

AAS 260/ENG 262	Black Writers to 1930
AAS 261/ENG 263	Black Writers from 1930 to Present
AAS 317/HIS 317	Civil Rights Movement
ANT 271	Indians of North America
ENG 370	African American Drama
ENG 454	Seminar: Genre Development Drama: Contemporary African American Playwrights
HIS 223	The Caribbean
HIS 281	Women in the United States I
HIS 282	Women in the United States II
HIS 290	Special Topics: Atlantic World
HIS 290	Special Topics: History of Immigration
HIS 361	African History I
HIS 362	African History II
HIS 390	Intellectual and Political History of the 19th Century

**Arts:**

AAS 130	History of Black Dance/ Ethnic Dance
AAS 135/PFA 135	History of Black Performing Arts
AAS 140/PFA 140	Black Drama Workshop
MUH 238	Jazz—'20s, '30s, and '40s
MUH 239	Jazz—'50s, '60s, and '70s

# Anthropology

*Blodgett Hall, Room 102*

John Vetter, *Co-Chair of Anthropology and Sociology*

Email: vetter@adelphi.edu

## *Professors*

Anagnostis Agelarakis

Laraine Fletcher

## *Assistant Professor*

John Vetter

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

The range of cultural expression studied in anthropology includes prehistoric, traditional, developing, and industrialized societies. There are three approaches to the study of the field. Cultural anthropology seeks to understand the way people live in varied societal systems or cultures around the world. Archaeology is concerned with 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 anthropo-

logical 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:

*Courses are 3 credits unless noted otherwise.*

## **Requirements for the Major in Anthropology** (40 credits)

ANT 105	Culture and Society
ANT 111	Cultural Anthropology
ANT 112	Physical Anthropology (4 credits)
ANT 113	Archaeology (4 credits)

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 each of the three areas of cultural anthropology, physical anthropology, and archaeology. In addition, students must take 6 credits in sociology. In consultation with the adviser 3 credits 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** (18–21 credits)

The opportunity to complete a minor in anthropology can very effectively complement a student's work in a number of related areas. Students with majors in the social and natural sciences, arts and humanities, can benefit from the cross-cultural and time-depth perspectives inherent in anthropology.

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

### **The Forensic Anthropology Minor** (20 credits)

The Department of Anthropology offers a minor in forensic anthropology. Emphasis is on forensic archaeological recovery and documentation, forensic osteology, and pathology, all taught within the context of the cross-cultural perspective of anthropology. The minor is a grouping of both basic and upper division courses in forensic anthropology, providing an adequate undergraduate specialization in this area of study.

The required courses, listed below, can be supplemented (optional) by additional elective courses, recommended through advisement, to satisfy specific needs. All requisite courses carry an essential 25-hour component of field/laboratory work. The course sequence for the minor is designed so that it can be completed within four academic semesters. Students selecting a forensic anthropology minor will be assigned to an adviser to best integrate their work with that of their major field.

The following required courses (20 credits) are drawn from the existing anthropology department inventory, and are offered on a regular basis:

ANT 112	Physical Anthropology (4 credits)
ANT 113	Archaeology (4 credits)
ANT 229	Humankind, Culture, and Environment (4 credits)
ANT/BIO 362	Jaws, Teeth, Forensic Dentistry (4 credits)
ANT /ENV 441	Forensic Anthropology (4 credits)

The minor is supported by our laboratory facilities, including the repository areas for our unique archaeological and anthropological collections. Our skeletal collections, on official loan status with associated research and publication rights, present a singular hands-on opportunity for our students. We utilize instrumentation ranging from the traditionally employed tools to the latest computerized equipment. Our students are trained during laboratory study on the analysis of various assemblages that include lithics, ceramics, organic perishables, ecofacts, geoarchaeological materials, faunal remains, and both dry and cremated human remains.

## Art and Art History

*Blodgett Hall 302*

David Hornung, *Chair*

Email: hornung@adelphi.edu

### *Professors*

Hugh Crean

Thomas McAnulty

### *Associate Professors*

David Hornung

Geoffrey Grogan

### *Assistant Professors*

Andrea Begel

Carson Fox

Jennifer Maloney

Kellyann Monaghan

### *Director, Graphic Design Studios*

Dale Flashner

## Programs in Studio Arts

The Department of Art and Art History offers four-year programs of intensive study in the studio arts leading to the Bachelor of Arts (B.A.) degree and the Bachelor of Fine Arts (B.F.A.) degree in studio art. Faculty is made up of experienced art professionals whose educational mission is to guide each student from raw talent to accomplished artist. The curriculum is designed to foster a sensitivity to visual form and to provide each student with the physical and conceptual means to realize their creative potential. Students majoring in art elect a concentration in one of the following areas:

- Art Education
- Art History
- Ceramics
- Graphic Design
- Painting
- Photography
- Printmaking
- Sculpture

## Advisement

As a freshman, students are assigned to an art professor who guides them through registration and is available for consultation throughout the year as needs arise. Students are advised by the same person for all four years of their college education.

## Fine Arts and Facilities Building

The Art Department is situated in two campus locations, Blodgett Hall and the newly constructed Fine Arts and Facilities Building. The FAF building holds the painting, printmaking, sculpture, jewelry, and ceramic studios. Our original location on the 3rd floor of Blodgett Hall houses art history, foundation studies, graphic design, digital lab, and photography.

## Portfolio Requirements for Admission to the Freshman Class

Students wishing to enter Adelphi University as an art major should mail a portfolio of images representing their studio work in the form of 35mm slides or a CD. If desired, an appointment can be made to visit our studios, meet the chairman, and present the portfolio in person. (The portfolio should include 12 to 20 examples of recent work in any media.)

We also schedule several “portfolio review days” on campus in both the fall and spring semesters. These events provide an excellent opportunity to see the studios, meet faculty and obtain a portfolio review and interview in one stop. Check the Web site for scheduled dates.

If mailing portfolio, send to:

Adelphi University  
David Hornung, Chair  
Department of Art and Art History  
One South Avenue  
P.O. Box 701  
Garden City, NY 11530-0701

To schedule an appointment or inquire about the program, contact: Liz Fargnoli at (516) 877-4460.

## Talent Scholarships

The Department of Art and Art History awards a substantial number of art talent scholarships each year to entering students. Eligibility for these awards is determined at the time of the interview and portfolio presentation.

*Courses are 3 credits unless noted otherwise.*

## Foundation Requirements for Art Majors (30 credits)

All art majors (both B.A. and B.F.A. candidates) must complete the following 30 credits of foundation requirements during their first two years of study:

### Freshman Year:

ART 101	Fundamentals of 2D Design
ART 105	Drawing I
ART 106	Drawing II
ART 126	3D Design
ART 190	Introductory Art Seminar

### Sophomore Year:

ARH 196	Art and the World I
ARH 197	Art and the World II
ART 211	Color: Theory and Practice
ART 240	Figure Drawing and Anatomy
ART 255	Drawing III

## General Education Requirements for the B.A. and B.F.A. in Art

In addition to the departmental degree requirements, all art students must complete the University's General Education requirements in liberal arts (28 credits). Students will also have the opportunity to take elective courses in other areas of interest. A total of 120 credits is required for completion both the B.A. and B.F.A. degrees in art. Participation in a senior art exhibition is required of all art majors concentrating in studio art.

## B.A. with a Concentration in Studio Art

(Painting, Printmaking, Sculpture, Ceramics, and Photography)

### Required Credits:

57 credits in art and art history (including ART 499 Senior Portfolio in Fine Art)  
28 credits in General Education  
35 credits in free electives

### Required Course Work in Art and Art History:

Studio Art Foundation: 24 credits  
Fine Art Studio Electives: 18 credits  
Senior Portfolio in Fine Art: 3 credits  
Art History: 12 credits  
    Art in the World I  
    Art in the World II  
    Modern Art I  
    Art History Elective

## B.F.A. with a Concentration in Studio Art (Painting, Printmaking, Sculpture, Ceramics, and Photography)

### Required Credits:

72 credits in art and art history (including ART 401 and 402 Senior Thesis Project I and II.)  
28 credits in General Education  
20 credits in free electives

### Required Course Work in Art and Art History:

Studio Art Foundation: 24 credits  
Fine Art Studio Electives: 18 credits  
Contemporary Art Seminar: 3 credits  
Senior Thesis Project I: 3 credits  
Senior Thesis Project II: 3 credits  
Art History: 15 credits  
    Art in the World I  
    Art in the World II  
    Modern Art I  
    Modern Art II  
    Art History Elective

## B.F.A. with a Concentration in Graphic Design

Students wishing to concentrate in graphic/advertising design will normally do so beginning in their third year of study. Interested students will be required to present a portfolio to the art faculty consisting of 10–12 artworks selected from courses completed at Adelphi. This review will take place in March of the student's second year. Its purpose is to encourage and support those students who demonstrate the discipline and dedication necessary for success in this demanding program.

### Required Credits:

73 credits in Art and Art History  
28 credits in General Education  
19 credits in free electives

### Required Course Work in Art and Art History:

Studio Art Foundation: 24 credits  
Graphic Design Studio: 25 credits  
Studio Electives: 9 credits  
Art History: 15 credits  
    Art in the World I  
    Art in the World II  
    Modern Art I  
    History of Graphic Design  
    Art History Elective

### Junior Year:

ART 301 Computer Graphic Applications I  
ART 329 Computer Graphic Applications II  
ART 330 Graphic Design I  
ARH 392 History of Graphic Design  
ART 430 Graphic Design II

### Senior Year:

ART 437 Advertising Design I  
ART 438 Advertising Design II  
ART 433 Senior Project in Graphic Design  
    (2 credits)  
ART 434 Senior Promotional Materials  
    (capstone) (2 credits)  
ART 492 Internship

## B.A. with a Concentration in Art Education

This concentration is for students seeking New York State Certification (K–12) in the teaching of art. Art education students major in studio art and do their concentration in education.

### Required Credits:

57 credits in Art and Art History  
28 credits Art Education sequence  
28 credits in General Education  
7 credits in free electives

### Required Course Work in Art and Art History:

Studio Art Foundation: 30 credits  
Fine Art Studios: 15 credits (including the capstone course Senior Portfolio in Fine Art)  
Art History: 12 credits  
    Art in the World I  
    Art in the World II  
    Modern Art I  
    Art History Elective

## B.A. with a Concentration in Art History

### Required Credits:

36 credits in Art History  
6 credits in Studio Art  
28 credits in General Education  
50 credits in free electives

### Required Course Work in Art and Art History:

ARH 196, 197 Art and the World I, II  
    (6 credits)  
ARH 247 Art of Classical Antiquity  
ARH 249 Art of the Italian Renaissance  
    OR  
ARH 250 Northern European Art  
ARH 251 19th Century Art  
    OR  
ARH 260 17th and 18th Century Art

ARH 252	Modern Art I
<i>OR</i>	
ARH 253	Modern Art II
ARH 360	Art History Seminars (at least two) (6 credits)
ARH 563	Philosophy and Criticism of Art
Art History Electives (9 credits)	

### Art History Honors Thesis Option

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

### Honors in Art

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

### Art Minors

An Adelphi student may minor in studio art or art history by completing at least six courses in either discipline with a grade of C or better. Students who minor in art history must take ARH 196, 197, and four art history electives.

### Summer Workshop Program

The Department of Art and Art History offers an extensive program of summer art workshops for both graduate and undergraduate students. This program is open to visiting students and to students not necessarily majoring in art. Please see the Summer Directory of Classes or contact the Art Department for a current listing of workshops offered.

### Adelphi in Florence

Each summer 20 Adelphi students are offered the opportunity to participate in a three-week session in Florence, Italy. Accredited courses are offered in English or art history. The trip is organized by professors in the Art and English Departments.

## Biology

*Science Building, Room 103*

Lawrence J. Hobbie, *Chair*  
Email: hobbie@adelphi.edu

Carol Diakow, *Associate Chair*  
Email: diakow@adelphi.edu

Benjamin Weeks, *Chair Undergraduate Academic Affairs Committee*  
Email: weeks@adelphi.edu

<i>Professors</i>	<i>Associate Professor</i>
Deborah F. Cooperstein	R. David Jones
Carol Diakow	
James K. Dooley	<i>Assistant Professors</i>
Lawrence J. Hobbie	Tandra Chakraborty
Gayle D. Insler	Jonna Coombs
George K. Russell	Katherine Flynn
Benjamin Weeks	Matthias Foellmer
	Alan Schoenfeld
<i>Professor Emeritus</i>	Andrea Ward
A. Coolidge Churchill	

Biology is the study of life at all levels, from the very small (cells and molecules) to the very large (ecosystems encompassing large parts of the Earth). Biology majors learn about all areas of biology, including evolution, biochemistry, cell and molecular biology, genetics, microbiology, development, anatomy, physiology, and ecology. Majors also learn skills of quantitative analysis, writing, presentation, and experimental design that are fundamental to scientific training. Through small classes, labs, research opportunities, and personal advising, students receive a broad and deep education that prepares them for more than 200 biology-related careers and for professional training in medicine, dentistry, and other health sciences.

The biology major begins with the full-year introductory course, Concepts and Methods in Biology (BIO 111-112). To ensure that students gain a solid foundation in all areas of biology,

majors must then take Genetics (BIO 222) and Genetics Project Lab (BIO 224), plus at least one class from each of three core groups: ecology/organismal (category I), anatomy and physiology (category II), and biochemistry, cell, and developmental biology (category III). Seniors must complete a Capstone Experience, either a seminar course such as BIO 423 or BIO 465, or two semesters of guided research (BIO 497 or BIO 498, followed by BIO 499). Additional courses from the core categories or from electives complete the requirements in biology. Because biological knowledge is based on an understanding of math and other sciences, biology majors must also complete courses in related areas, including a course in statistics (MTH 114), two semesters of general chemistry (CHE 111, 112), one semester of organic chemistry with lab (CHE 251, 252), and additional science and/or math courses. The B.A. and B.S. degrees have different requirements in these cognate areas; see the details below.

Biology students should take advantage of the opportunities available to participate in research with Adelphi faculty, either on a volunteer basis or for credit. This research experience is invaluable in mastering skills, expanding intellectual horizons, opening career opportunities, and sharing the thrill of discovery.

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

*Courses are 3 credits unless noted otherwise.*

## Requirements for the Major in Biology

### Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) Degrees

*Note: The following revised requirements were adopted on May 6, 2007 and apply to students who enter Adelphi after that date.*

- 1) A total of 38 biology course credits
- 2) BIO 111 and 112 (4 credits each)
- 3) BIO 222 (3 credits) and BIO 224 (2 credits) (*In the rare event that BIO 224 is not offered, BIO 223 may be substituted*)
- 4) Distribution Requirements: One course each from Categories I, II, and III\*
- 5) At least two courses at the 400- and/or 500-level excluding BIO 491–499. Courses from Categories I, II, and III can be applied to this requirement.
- 6) A maximum of 4 credits from BIO 491–499 will be counted toward the required total 38 biology credits.

*Distribution Requirements: One course from each of the following categories:*

#### Category I. Ecology/Organismal

- BIO 220 Organic Evolution
- BIO 234 Principles of Ecology (4 credits)
- BIO 253 Marine Biology (4 credits)
- BIO 260 Animal Behavior

#### Category II. Anatomy/Physiology\*\*

- BIO 355 Histology
- BIO 360 Principles of Regulatory Physiology (4 credits)
- BIO 484 Neurobiology
- BIO 567 Environmental Pollutants and Disease

#### Category III. Biochemistry, Cell, and Developmental Biology

- BIO 345 Developmental Biology (4 credits)
- BIO 365 Cell Biology I (4 credits)
- BIO 504 Survey of Biochemistry (4 credits)
- OR
- CHE 471/472 Biochemistry I and II\*\*\* (4 credits each)
- BIO 506 Introduction to Molecular Biology (4 credits)

\*Credits from additional courses taken from 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.

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

\*\*\*Biochemistry I and II must both be taken to fulfill the category III requirement. All 8 credits will count towards the 38 required biology credits.

One of the following courses is required:

### Capstone Experiences

BIO 423	Physiological and Molecular Aspects of Nutrition
BIO 465	Cell Biology II: Advanced Topics
BIO 498, 499	Guided Research and Guided Research: Capstone Experience**** (2-3 credits)

### Elective Courses

BIO 238	Fundamentals of Microbiology (4 credits)
BIO 243	Botany (4 credits)
BIO 288	Honors Colloquium (2 credits)
BIO 294	Comparative Vertebrate Anatomy
BIO 310	Biological Communities
BIO 322	Human Genetics
BIO 340	Nature of Viruses
BIO 356	Vertebrate Embryology (4 credits)
BIO 362	Jaws, Teeth, and Forensic Dentistry (4 credits)
BIO 425	Jaws and Teeth
BIO 438	Microbial Ecology (4 credits)
BIO 485	Selected Topics (3 or 4 credits)
BIO 512	Biogeography
BIO 525	Introduction to TEM (4 credits)
BIO 526	Scanning Electron Microscopy (4 credits)
BIO 528	Immunology

### Additional Course Requirements for the Bachelor of Science (B.S.) Degree in Biology (32 credits)

#### Chemistry

CHE 111, 112	General Chemistry I, II (4 credits each)
CHE 251, 252, 253, 254	Organic Chemistry I, II and Lab or equivalent. (2 credits each)

#### Physics

PHY 111, 112	College Physics I, II (4 credits each)
<i>OR</i>	
PHY 113, 114	Physics for Science Majors I, II (4 credits each)

#### Mathematics

MTH 114	Statistics for the Natural Sciences
---------	-------------------------------------

One additional semester of mathematics or computer science, drawn from MTH 110, MTH 140, or any MTH with a number higher than 140 or CSC 160, 171, or any other CSC course with a prerequisite of CSC 171.

### Additional Course Requirements for the Bachelor of Arts (B.A.) Degree in Biology (25 credits)

#### Chemistry

CHE 111, 112	General Chemistry I, II (4 credits each)
CHE 251, 252	Organic Chemistry I (3 credits) and Lab or equivalent (2 credits)

#### Mathematics

MTH 114	Statistics for the Natural Sciences
---------	-------------------------------------

Nine additional credits in science, mathematics, or computer science drawn from any of the following:

- 1) Any chemistry course with a prerequisite of CHE 112 (e.g., CHE 253, 254)
- 2) Physics: PHY 111, 112, 113, 114, or any course with a prerequisite of PHY 112 or 114
- 3) Math: MTH 110, 140, or any MTH with a number higher than 140
- 4) Computer science: CSC 160, 171, or any other CSC course with a prerequisite of CSC 171
- 5) Environmental studies (earth science): any course with an EAS prefix

\*\*\*\*BIO 497 may be substituted for BIO 498.

### Additional Major Requirements

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

Advanced Standing is granted to students who have successfully completed A.P. (Advanced Placement) courses in biology and who have achieved a passing score of 4 or 5 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 GPA. Students may not take Advanced Placement credit and also receive additional credit for BIO 111, 112. Pre-professional 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's-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 24 credits in biology. These credits must be distributed in the following way:

BIO 111, 112	Biological Concepts and Methods (or equivalent) <i>(4 credits each)</i>
BIO 222	Genetics
BIO 224	Genetics Project Lab <i>(2 credits)</i>

The remaining credits needed to complete the minor in biology shall include additional courses numbered above 200. 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 GPA of 3.5 in biology courses; defend an acceptable thesis before a committee of biology faculty; and fulfill the regular requirements for graduation. Acknowledgment of obtaining honors in biology will appear on the student's final transcript.

## 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 Office of Pre-Professional Advising before the end of their sophomore year. (See Chapter X 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. Inquire at the Biology Department office.

## Joint Degree/Early Assurance Programs

The Biology Department, with other departments, offers the following joint degree/early assurance programs:

- **Dentistry**  
Adelphi University/Tufts University School of Dental Medicine  
4–4 B.S./D.M.D.  
*Note: Biology majors only.*  
  
Adelphi University/New York University College of Dentistry  
3–4 B.S./D.D.S.  
*Note: This program is open to students in any major.*
- **Engineering** (with the Departments of Chemistry, Mathematics, and Physics)  
Adelphi University/Columbia University  
3–2 B.A./B.S. or 4–2 Combined Plan M.S.
- **Environmental Studies** (with the Department of Environmental Studies)  
Adelphi University/Columbia University  
3–2 B.A./B.S. or 4–2 B.A./M.S.
- **Optometry**  
Adelphi University/SUNY College of Optometry  
3–4 B.S./O.D.
- **Physical Therapy** (with the Department of Health Studies, Physical Education, and Human Performance Science)  
Adelphi University/New York Medical College  
4–3 B.S./D.P.T.

Please see Chapter X in this *Bulletin* for information about these and other joint degree/early assurance programs.

## Chemistry

Science Building, Room 201

Joseph M. Landesberg, *Chair*  
Email: landesbe@adelphi.edu

<i>Professors</i>	<i>Associate Professors</i>
Stephen Z. Goldberg	David Parkin
Joseph M. Landesberg	Charles Shopsis
Stanley Windwer	
	<i>Assistant Professors</i>
<i>Professor Emeritus</i>	Douglas Kamen
Sung Moon	Justyna Widera

*Visiting Assistant Professor*  
Robert Lippman

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

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.

*Courses are 3 credits unless noted otherwise.*

### Requirements for the Major in Chemistry Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) Degree

In addition to General Education requirements, a total of 60–63 credits is required for a B.S. and 55 credits for a B.A. in chemistry. Chemistry and cognate courses for the two programs are as follows:

#### Chemistry (36 credits)

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

CHE 111, 112	General Chemistry (4 credits each)
CHE 251, 252	Organic Chemistry
CHE 253, 254	Organic Chemistry Laboratory (2 credits each)
CHE 265	Quantitative Analysis (4 credits)
CHE 321	Physical Chemistry
CHE 323	Physical Chemistry Laboratory (2 credits)
CHE 411	Inorganic Chemistry
CHE 193, 194, 293, 294, 393, 394, 493, 494	Research Seminars in Chemistry (.5–1 credit each)
CHE 581	Safety in Laboratory and Studio (1 credit)

*Electives from the courses below (5–8 credits) are required for a B.S. degree in chemistry.*

CHE 322	Physical Chemistry II
CHE 324	Physical Chemistry Laboratory II (2 credits)
CHE 413	Inorganic Chemistry Laboratory (2 credits)

CHE 462	Instrumental Methods and Physical Analysis ( <i>4 credits</i> )
CHE 471, 472	Biochemistry I, II ( <i>4 credits each</i> )
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 ( <i>4 credits each</i> )
PHY 111, 112	College Physics I, II ( <i>4 credits each</i> )

*OR*

PHY 113, 114	Physics for Science Majors I, II ( <i>4 credits each</i> )
--------------	--

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

### Requirements for the Major in Biochemistry

In addition to General Education requirements, A total of 77–78 credits is required for a major in biochemistry, consisting of 46–47 credits in chemistry and 31 credits in cognate areas.

**Chemistry** (41 credits)

CHE 111, 112	General Chemistry ( <i>4 credits each</i> )
CHE 251, 252	Organic Chemistry
CHE 253, 254	Organic Chemistry Laboratory ( <i>2 credits each</i> )
CHE 265	Quantitative Analysis ( <i>4 credits</i> )
CHE 321	Physical Chemistry I
CHE 323	Physical Chemistry Laboratory I ( <i>2 credits</i> )
CHE 471, 472	Biochemistry I, II ( <i>4 credits each</i> )
CHE 193, 194, 293, 294, 393, 394, 493, 494	Research Seminars in Chemistry ( <i>.5–1 credit each</i> )
CHE 581	Safety in the Laboratory and Studio ( <i>1 credit</i> )

*Electives chosen from the courses below (5–6 credits) or from upper level biology courses with permission of the chemistry chair:*

CHE 322	Physical Chemistry II
CHE 324	Physical Chemistry Laboratory I ( <i>2 credits</i> )
CHE 462	Instrumental Methods and Physical Analysis ( <i>4 credits</i> )
CHE 470	Principles of Toxicology
CHE 475	Biochemistry of Proteins and Nucleic Acids
CHE 478	Bioinorganic Chemistry
CHE 481	Computers and Chemistry

**Mathematics, Physics, and Biology** (31 credits)

BIO 111, 112	Biological Concepts and Methods ( <i>4 credits each</i> )
BIO 222	Genetics
MTH 114	Statistics for Natural Science
MTH 141, 142	Calculus and Analytic Geometry I, II ( <i>4 credits each</i> )
PHY 111, 112	College Physics I, II ( <i>4 credits each</i> )
<i>OR</i>	
PHY 113, 114	Physics for Science Majors I, II ( <i>4 credits each</i> )

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

### 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 ( <i>4 credits each</i> )
CHE 251, 252	Organic Chemistry
CHE 253, 254	Organic Chemistry Laboratory ( <i>4 credits each</i> )

*In addition, 8 credits of chemistry courses should be chosen in consultation with an adviser. Recommended courses are:*

CHE 265	Quantitative Analysis (4 credits)
CHE 462	Instrumental Methods and Physical Analysis (4 credits)
CHE 471	Biochemistry I (4 credits)
CHE 472	Biochemistry II (4 credits)

### **Joint Degree/Early Assurance Programs**

The Chemistry Department, along with other departments, offers the following joint degree/early assurance programs:

#### **Dentistry**

New York University College of Dentistry (NYUCD)

3-4 B.S./ D.D.S. Early Assurance Program

*The NYUCD program is not restricted to chemistry majors; students in any major are eligible.*

#### **Engineering**

(with the Departments of Biology, Mathematics, and Physics)

Columbia University

3-2 B.A./ B.S. or 4-2 Combined Plan M.S.

Please see Chapter X of this *Bulletin* for more information about these and other joint degree/early assurance programs.

---

## **Communications**

*Blodgett Hall, Room 113*

Margaret Cassidy, *Chair*  
Email: cassidy@adelphi.edu

*Professor*  
Paul Thaler

*Associate Professors*  
Margaret Cassidy  
Peter C. Costello  
Helen Stritzler

*Assistant Professors*  
Terrence Ross  
Anna Akerman  
Joan Stein Schimke

The program in communications comprises three interdisciplinary areas of study: communication and media studies, moving image arts, and journalism. The 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 in small and large communications institutions.

The communication and media curriculum explores the history of communications, communication theory, the impact of new communication technologies, children and the media, political communication, and the role of communication in culture and in human behavior.

The moving image arts curriculum focuses on fundamental principles of the art of the moving image through hands-on experience in film and video making, as well as through screenwriting and cinema studies courses. Individual student work and field production are emphasized, and students enjoy a degree of access to equipment that exceeds that of most other universities.

The journalism curriculum consists of courses in journalism history and theory, as well

as skills courses in news writing, feature writing, magazine writing, and electronic journalism.

Students participate in undergraduate research conferences, compete in national and local film and video festivals, write and edit the school newspaper, run a fall student film and video festival, and produce a regular public access cable television program. The department also houses a chapter of Lambda Pi Eta, the National Communications Honor Society, and a chapter of Women in Communications, also a national organization.

### Talent Scholarships

The Department of Communications, in cooperation with the Office of Admissions, offers several Talent Scholarships each year to outstanding entering freshmen or transfers who show evidence of unusual ability and accomplishment in the media arts.

*Courses are 3 credits unless otherwise noted.*

## Requirements for the Major in Communications

(42 credits)

### I. Core (18 credits)

Students who declared the major before October 1, 2003, must satisfy the core requirements listed below and have a total of 40 credits in communications to graduate. *Speak to your adviser to find out how you can best benefit from the change in major requirements.*

*Required of all communications majors:*

COM 102	Communication Theory
COM 103	History of Media and Communication
COM 104	Art of Film and Video
COM 225	Introduction to Moving Image Production
COM 300	Media Criticism
COM 410	Senior Thesis Seminar

### II. Concentrations (18 credits)

Choose one of the following three areas of concentration: media studies, moving image arts, or journalism.

#### Media Studies

*Required:*

COM 493 Professional Internship  
*(Only 3 credits of COM 493 can be counted toward this concentration)*

*Choose 15 credits from the following:*

COM 205	Media and Children
COM 212	Propaganda and Communication
COM 315	Communication and Behavior
COM 336	Media and Gender
COM 369	Special Topics: Global Media
COM 406	New Communication Technology and Social Change
COM 411	Issues and Conflicts in Media and Society

#### Moving Image Arts

*Required:*

COM 131	History of Cinema
COM 325	Film 1
COM 330	Video 1

*Choose 9 credits from the following:*

COM 191	Production Assistantship
COM 215	Film Then and Now: Genres, Styles, Movements
COM 309	Writing for Media 1
COM 334	Major Directors
COM 409	Writing for Media 2
COM 415	Film Theory and Criticism
COM 425	Film 2
COM 430	Video 2
COM 450	Documentary Production
COM 454	Electronic Journalism
COM 470	Moving Image Workshop

*Prerequisite: COM 425 or COM 430, or permission of instructor. This course may be repeated for a total of 9 credits.*

**Journalism***Required:*

COM 207 Introduction to Journalism

COM 208 Writing for Newspapers I

*Choose 12 credits from the following:*

COM 209 Writing for Newspapers II

COM 316 Writing for Magazines

COM 216 Feature Writing

COM 450 Documentary Production

COM 454 Electronic Journalism

**III. Communications Electives (6 credits)***Any two courses offered by the communications department.***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 ensure 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, ABC, CNN, National Westminster Bank, New York Yankees, SportsChannel, the Brooklyn Museum, the Lehrer News Hour, 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 demonstrated a commitment to the art of filmmaking. His or her film or video work must express a personal creative vision and 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.

**The Timothy W. Costello Award**

Timothy W. Costello was Adelphi University's sixth president. He was deeply committed to the goals of social justice and to the values of an engaged and humane politics. He worked for these goals with courage and discernment throughout his life and throughout his career in politics, government, and education. The faculty of the Department of Communications has established this award in his memory and to recognize individual students who have exemplified in their lives and work a commitment to improving the lives of others.

---

## Dance

Woodruff Hall, Room 200

Frank Augustyn, *Chair*  
Email: augustyn@adelphi.edu

*Associate Professor*      *Assistant Professor*  
Frank Augustyn      Trebien Pollard

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 Bachelor of Fine Arts (B.F.A.) in dance is a performance-based program, 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.

*Courses are 3 credits unless otherwise noted.*

### Requirements for the Major in Dance (50–53 credits)

In addition to fulfilling the University's General Education requirements, the course requirements for the Bachelor of Fine Arts (B.F.A.) degree in dance are as follows:

- Ballet and Modern Dance (36 credits)
- Dance History and Criticism (3 credits)
- Dance Theatre (1–3 credits)
- History and Application of Theatre Technology (2 credits)
- Introduction to Costumes (2 credits)
- Theory and Composition (6 credits)

Please see the *Dance Handbook* for additional departmental requirements.

### Talent Scholarships

The Dance Department, 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 arts.

### Requirements for the Minor in Dance (26 credits)

*Required:*  
 PFD 110, 160, 210 Ballet (2 credits each)  
 PFD 125, 175, 225 Modern Dance (2 credits each)  
 PFD 221, 222 Dance Theory and Composition (2 credits each)  
 PFD 235 Dance History and Criticism

*Select 7 credits from the following:*  
 PFD 260 Advanced Ballet (2 credits)  
 PFD 275 Advanced Modern Dance (2 credits)  
 PFD 350 Dance Theatre  
 PFA 108 Beginning Acting (2 credits)  
 PFA 260 Theatre History II  
 PTD 333 Costume Design I (2 credits)  
 MUA 110 Elementary Theory and Harmony I  
 MUA 112 Ear Training, Dictation, and Sight Singing I (1 credit)

Please see the *Dance Handbook* for additional departmental requirements.

### Honors in Dance

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

## Courses for Dance Majors Only

PFD 110, 111; 210, 211; 310, 311; 410, 411	Ballet (2 credits each)
PFD 125, 126; 225, 226; 325, 326; 425, 426	Modern Dance (2 credits each)
PFD 221–222	Dance Theory and Composition I, II (2 credits each)
PFD 235	Dance History and Criticism
PFD 343, 344	Advanced Dance Repertory
PFD 348, 398	Intermediate Dance Composition (2 credits each)
PFD 350	Dance Theatre
PFD 415	Principles of Teaching Dance
PFD 448, 449	Advanced Dance Composition
PFD 490	Independent Study (3–12 credits)
PFD 493	Professional Internship (1–3 credits)

## Dance Courses Open to All

PFD 113	Ballet for Nonmajors I
PFD 122	Modern Dance for Nonmajors I

---

## English

Harvey Hall, Room 201

Jennifer Fleischner, *Chair*  
Email: fleischner@adelphi.edu

<i>Professors</i>	<i>Assistant Professors</i>
Jennifer Fleischner	Martha Cooley
Steven J. Rubin	Anton Dudley
Igor Webb	Jacqueline Jones LaMon
Susan Weisser	Michael Matto
	Christopher Mayo
<i>Associate Professors</i>	Adam McKeown
Judith Baumel	Lahney Preston-Matto
Kermit Frazier	Peter West

Adelphi's program in English encourages students to discover the pleasures and values of the written word in their own writing and that of acknowledged artists. The program gives students as comprehensive an acquaintance as possible with the work of important writers and interesting writers. 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 three-semester survey called "Literature in English." Students must also take a course in literary criticism and theory called "Interpretive Theories and Methods."

The program offers two major tracks: literature and creative writing. Each track produces the cultural reference and skill in using language artfully that are requisite in any profession—administration, advertising, journalism, law, librarianship, writing, teaching to name a few—in which language is the paramount tool. In addition, the creative writing track prepares students for advanced work in poetry, fiction, and playwriting.

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

*Courses are 3 credits unless noted otherwise.*

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

*English majors: Students must receive a minimum of a grade of C (2.0) in any class taken for the major to receive credit in the major.*

**The English major is comprised of two tracks: literature and creative writing. Regardless of track, all English majors are required to take the following courses** (12 credits):

- ENG 231 Literature in English I
- ENG 232 Literature in English II
- ENG 233 Literature in English III
- ENG 250 Interpretive Theories and Methods  
*(additional prerequisite ENG 107)*

#### **I. Literature Track** (24 credits)

**Variables** (18 credits)

**Choose one course before 1660:**

*Prerequisites for all courses: ENG 250 and ENG 107*

- ENG 320 Medieval Literature
- ENG 321 Renaissance Literature
- ENG 325 17th Century Literature
- ENG 340 Chaucer *(additional prerequisite ENG 231)*
- ENG 341 Shakespeare I
- ENG 342 Shakespeare II
- ENG 343 Milton
- ENG 344 Major Authors in English
- ENG 347 Major Author(s) in Translation
- Seminar Middle Ages

**Choose one course before 1800:**

*Prerequisites for all courses: ENG 250 and ENG 107*

- ENG 320 Medieval Literature
- ENG 321 Renaissance Literature

- ENG 325 17th Century Literature
- ENG 322 18th Century Literature
- ENG 323 The 18th Century Novel
- ENG 331 Restoration and 18th Century Drama
- ENG 340 Chaucer *(Additional prerequisite ENG 231)*
- ENG 341 Shakespeare I
- ENG 342 Shakespeare II
- ENG 343 Milton
- ENG 344 Major Author(s) in English
- ENG 345 Major American Author(s)
- ENG 347 Major Author(s) in Translation
- ENG 360 Early American Literature
- Seminar 18th Century

**Choose two courses after 1800:**

*Prerequisites for all courses: ENG 250 and ENG 107*

- ENG 324 The Romantics
- ENG 326 The Victorians
- ENG 327 English Novel in the 19th Century
- ENG 330 19th Century Literature
- ENG 344 Major Author(s) in English
- ENG 345 Major American Author(s)
- ENG 346 Austen
- ENG 347 Major Author(s) in Translation
- ENG 361 19th Century American Literature
- ENG 328 20th Century Literature
- ENG 362 American Literature of the Modern Period
- ENG 370 African American Drama
- ENG 301 Modern Drama
- ENG 302 Contemporary Drama
- ENG 303 Modern Novel
- ENG 304 Contemporary Novel
- ENG 305 Modern Poetry
- ENG 306 Contemporary Poetry
- Seminar 19th Century or Modern Era

**Choose one course on a major author:**

*Prerequisites for all courses: ENG 250 and ENG 107.*

- ENG 340 Chaucer *(Additional prerequisite ENG 231)*
- ENG 341 Shakespeare I

- ENG 342 Shakespeare II  
 ENG 343 Milton  
 ENG 344 Major Author(s) in English  
 ENG 345 Major American Author(s)  
 ENG 347 Major Author(s) in Translation  
 ENG 346 Austen

**Choose one course for Senior Seminar in Literature (to serve as capstone experience):**

*Prerequisites for all courses: ENG 231, ENG 232, ENG 233, and ENG 250.*

- ENG 451 Historical Movement Seminar:  
British Literature  
 ENG 452 Historical Movement Seminar:  
American Literature  
 ENG 453 Thematic Topics in Literature  
 ENG 454 Special Topics  
 ENG 455 Special Topics: World Literature

**Electives (6 credits)**

**Choose two courses as electives:**

*Besides the 300-level courses previously listed, these may be used as electives:*

- ENG 220 Classical Heritage  
 ENG 251 Third Gender Literature  
 ENG 260 Women and Literature  
 ENG 264 The Tragic Vision  
 ENG 265 The Comic Vision  
 ENG 267 Literature and Other Arts  
 ENG 270 Adelphi in Florence  
 ENG 280 The Bible in Western Literature  
 ENG 350 Literary Criticism and Theory  
*(Prerequisites ENG 250, ENG 107)*  
 ENG 352 History of the English Language  
*(Prerequisites: ENG 250, ENG 107)*

*Note: English electives must be selected in consultation with an adviser.*

*With the approval of the Chairperson of the program in English, a course from related a discipline (history, philosophy, theatre, foreign languages at level IV or above) may be offered as an elective.*

**II. Creative Writing Track (24 credits)**

*Note: In any class taken for the major, students must earn a minimum of a grade of C (2.0) to receive major credit.*

**Variables (24 credits)**

**Choose one course before 1800:**

*Prerequisites for all courses: ENG 250 and ENG 107*

- ENG 320 Medieval Literature  
 ENG 321 Renaissance Literature  
 ENG 325 17th Century Literature  
 ENG 331 Restoration and 18th Century Drama  
 ENG 322 18th Century Literature  
 ENG 323 The 18th Century Novel  
 ENG 340 Chaucer *(Additional prerequisite ENG 231)*  
 ENG 341 Shakespeare I  
 ENG 342 Shakespeare II  
 ENG 343 Milton  
 ENG 344 Major Author(s) in English  
 ENG 345 Major American Author(s)  
 ENG 347 Major Author(s) in Translation  
 ENG 360 Early American Literature

**Choose two courses after 1800:**

*Prerequisites for all courses: ENG 250 and ENG 107*

- ENG 324 The English Romantics  
 ENG 326 The Victorians  
 ENG 327 English Novel in the 19th Century  
 ENG 330 19th Century Literature  
 ENG 361 19th Century American Literature  
 ENG 328 20th Century Literature  
 ENG 301 Modern Drama  
 ENG 303 Modern Novel  
 ENG 305 Modern Poetry  
 ENG 344 Major Author(s) in English  
 ENG 345 Major American Author(s)  
 ENG 346 Austen  
 ENG 347 Major Author(s) in Translation  
 ENG 362 American Literature of the Modern Period  
 ENG 370 African American Drama  
 ENG 304 Contemporary Novel  
 ENG 306 Contemporary Poetry  
 ENG 302 Contemporary Drama

**Choose one course on a major author:**

*Prerequisites for all courses: ENG 250 and ENG 107*

- ENG 344 Major Author(s) in English
- ENG 345 Major American Author(s)
- ENG 347 Major Author(s) in Translation
- ENG 340 Chaucer (*Additional prerequisite ENG 231*)
- ENG 341 Shakespeare I
- ENG 342 Shakespeare II
- ENG 343 Milton
- ENG 346 Austen

**Choose four courses from the following group:**

*Note: Courses may be repeated with different instructor.*

- ENG 312 Writing Fiction (*Prerequisites: ENG 107 and ENG 109*)
- ENG 313 Writing Poetry (*Prerequisites: ENG 107 and ENG 109*)
- ENG 314 Forms in Poetry (*Prerequisites: ENG 107 and ENG 109*)
- ENG 315 Creative Nonfiction (*Prerequisites: ENG 107 and ENG 109*)
- ENG 316 Writing Plays (*Prerequisites: ENG 107 and ENG 109*)
- ENG 412 Advanced Fiction (*Prerequisite: ENG 312*)
- ENG 413 Advanced Poetry (*Prerequisite: ENG 313*)
- ENG 416 Advanced Playwriting (*Prerequisite: ENG 316*)
- ENG 457 Special Topics in Creative Writing (*Prerequisites: ENG 312, 313, 314, 315, or 316, depending on topic*)
- ENG 492 Internship

Choose one 400-level creative writing workshop from the above list, to serve as capstone experience course, in consultation with adviser.

**Honors in English**

Students graduating with a 3.5 GPA or higher in English courses are eligible for honors in English. The student graduating with the highest

GPA in English courses (provided it is at least 3.5) receives the Koster Award and Departmental Honors. The Department of English also awards the Roundtable Prize for Graduate Studies, honors in creative writing, honors in English, and the Donald Everett Axinn Awards in Creative Writing.

**Minor in English****Requirements** (21 credits)

- |           |  |
|-----------|--|
| ENG 231   | Literature in English I                                      |
| ENG 232   | Literature in English II                                     |
| ENG 233   | Literature in English III                                    |
| ENG 250   | Interpretive Theories and Methods                            |
| ELECTIVES | Three other courses in English in consultation with adviser. |

## Environmental Studies

*Science Building, Room 103*

Anagnostis Agelarakis, *Director*  
Email: [agelarak@adelphi.edu](mailto:agelarak@adelphi.edu)

### *Professors*

Anagnostis Agelarakis, *Anthropology*  
Regina Axelrod, *Political Science*  
Anthony Cok, *Environmental Studies*  
John P. Dooher, *Physics*  
Martin H. Garrell, *Physics*  
Benjamin Weeks, *Biology*

### *Associate Professors*

David Gleicher, *Economics*  
Katie Laatikainen, *Political Science/  
International Studies*  
David Machlis, *Economics*  
Mariano Torras, *Economics*

### *Assistant Professors*

Beth Christensen, *Environmental Studies*  
Katherine Flynn, *Biology*  
John Vetter, *Anthropology*  
Justyna Widera, *Chemistry*

### *Visiting Assistant Professor*

Robert Lippman, *Chemistry*

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 Department draw their expertise from a range of disciplines. They are committed to involving students 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.

*Courses are 3 credits unless noted otherwise.*

## Requirements for the Major in Environmental Studies (58 credits)

### Core Courses:

CHE 581	Chemical Safety in Laboratory and Studio (1 credit)
ENV 101	Social Sciences and Environmental Problems
ENV 102/EAS 110	Natural Sciences and Environmental Problems (4 credits)
ENV 410	Senior Seminar in Environmental Studies
ENV 420	Internship in Environmental Studies (strongly suggested) (3–6 credits)

### Common Courses:

*Minimum of 12 credits, selected in consultation with adviser.*

ANT 229	Humankind, Culture, and the Environment (4 credits)
ANT/ENV/EAS 225	Human Evolution (4 credits)
ECA 111	The Price System
ECA 112	The National Economy
ENV/EAS 156	Weather and Climate
POL 212	Environment and Politics

**Corequisite Courses:**

(15-credit minimum)

*These courses must be selected in consultation with an adviser.**Biology:*

BIO 103 The Living World (4 credits)

BIO 104 Darwin to DNA (4 credits)

OR

BIO 111 Concepts and Methods of Biology I (4 credits)

BIO 112 Concepts and Methods of Biology II (4 credits)

*Chemistry:*

CHE 111 General Chemistry (4 credits)

CHE 112 General Chemistry II (4 credits)

OR

CHE 107 Essentials of Chemistry I (4 credits)

CHE 108 Essentials of Chemistry II (4 credits)

OR

CHE 104/ENV 392 Environmental Chemistry I (offered in the fall) (4 credits)

CHE 106/ENV 392 Environmental Chemistry II (offered in the spring) (4 credits)

*Physics:*

PHY 111 College Physics I (4 credits)

PHY 112 College Physics II (4 credits)

OR

PHY 113 Physics I (4 credits)

PHY 114 Physics II (4 credits)

*Statistics:*

MTH 113 Survey of Statistics

MTH 114 Statistics for Natural Science

OR

PIA 137 Psychological Statistics (4 credits)

SOC 200 Sociological Statistics (4 credits)

**Variable Requirements:**

(24-credit minimum)

Select a minimum of 12 credits from Natural Sciences and 12 credits from Social Sciences.

*These courses must be selected in consultation with an adviser.**Natural Sciences:*

BIO 103 The Living World (4 credits)

BIO 104 Darwin to DNA (4 credits)

BIO 111 Concepts and Methods of Biology I (4 credits)

BIO 112 Concepts and Methods of Biology II (4 credits)

BIO 234 Principles of Ecology (4 credits)

BIO 243 Botany (4 credits)

BIO 253 Marine Biology (4 credits)

BIO/ANT 362 Jaws, Teeth, and Forensic Dentistry (4 credits)

CHE 107 Essentials of Chemistry I (4 credits)

CHE 108 Essentials of Chemistry II (4 credits)

CHE 111 General Chemistry I (4 credits)

CHE 112 General Chemistry II (4 credits)

CHE 251 Organic Chemistry I

CHE 252 Organic Chemistry II

CHE 104/ENV 392 Environmental Chemistry I (offered in the fall) (4 credits)

CHE 106/ENV 392 Environmental Chemistry II (offered in the spring) (4 credits)

EAS 490 Independent Study in Earth Science (3–6 credits)

*EAS/ENV 104	Environmental Geology
*EAS/ENV 310	Water Resources and Hydrology
*EAS/ENV 323	Marine Resources
ENV 420	Internship in Environmental Studies (3–6 credits)
ENV 491	Independent Study in Environmental Studies
ENV/ANT 343	Primate Ecology and Sustainable Development (4 credits)
ENV/ANT 441	Forensic Anthropology (4 credits)
ENV 490/CHE 470	Principles of Toxicology
*ENV/EAS 108	Physical Geography (4 credits)
*ENV 109/EAS 102	Physical Geology (4 credits)
*ENV 110/EAS 103	Historical Geology (4 credits)
*ENV/EAS 156	Weather and Climate
*ENV/EAS 224	Marine Science (4 credits)
*ENV/EAS 260	Environmental Geography
*ENV 392/EAS 385	Special Topics: Environmental Studies: The Biological Basis (4 credits)
*ENV 490/EAS 385	Special Topics: Geohazards
ENV/PHY 250	Physical Aspects of Pollution
*PHY 104	Astronomy
PHY 113	Physics for Science Majors I (4 credits)
PHY 114	Physics for Science Majors II (4 credits)
<i>Social Sciences:</i>	
ANT 112	Physical Anthropology (4 credits)
ANT 229	Humankind, Culture, and Environment (4 credits)

ANT 321	Historic Preservations (4 credits)
*ANT/ENV/EAS 225	Human Evolution (4 credits)
ECA 111	The Price System
ECA 112	The National Economy
ECA 215	Environmental Economics
ENV 420	Internship in Environmental Studies (3–6 credits)
ENV 491	Independent Study in Environmental Studies
*ENV/EAS 280	Urban Environments
ISP 101	Global Issues I
ISP 102	Global Issues II
POL 212	Environment and Politics
POL 213	Energy Policy
POL 326	Public Administration

*\*Education Students Please Note: Candidates in the STEP program should consult with an Earth Sciences adviser, taking 30 credits in earth science subject matters, 8 credits of which include EAS 102 Physical Geology and EAS 103 Historical Geology (4 credits each).*

### The Minor

(ENV 101 and ENV 102 plus 18 credits minimum)  
Students who wish to minor in environmental studies must consult an adviser before choosing their courses.

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

### Minor in Forensic Anthropology

Environmental studies majors may pursue a minor in forensic anthropology while completing the requirements for their major. Interested students should contact Professor Agelarakis (516) 877-4112 or Professor Vetter (516) 877-4111 for advisement.

## Options

A variety of curricular options are available to students interested in both business and environmental studies programs.

The Environmental Studies Department has an affiliation agreement with the Center for the Study of Humans in Tropical Environments of the Polytechnic University of Puerto Rico for collaborative efforts in scholarly endeavors, research, and exchange of students and faculty, designed to further understand the dynamics of island biospheres and human intervention in both the Caribbean Basin and the Eastern Mediterranean.

## STEP Students and Earth Sciences

Students interested in secondary education certification for the earth sciences should register for our courses under the *Earth Sciences* listing and EAS (0112) designation.

STEP students should consult with an earth sciences adviser, taking 30 credits in earth science subject matters, 8 credits of which must be taken as follows:

- EAS 102 Physical Geology (*4 credits*)
- EAS 103 Historical Geology (*4 credits*)

A great array of minors, internships, and field study opportunities are available for students with varied academic interests.

*Please consult our advisers and check our Web site, <http://academics.adelphi.edu/artsci/env>, for current information.*

## Emergency Management Program

Qualified Environmental Studies Program seniors may take selected courses in the Emergency Management Program toward their degree requirements. Students should refer to the Emergency Management Program description and consult with their adviser.

## Adelphi University–Columbia University Joint Degree Programs in Environmental Studies

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

- **3-2 B.A./B.S.**  
A five-year program (three years at Adelphi University plus two years at Columbia University) to earn both a B.A. in environmental studies at Adelphi University and a B.S. in earth and environmental engineering from Columbia University;

OR

- **4-2 Combined Plan M.S.**  
A six-year program (four years at Adelphi University plus two years at Columbia University) to earn both a broad-based B.A. in environmental studies and an M.S. in earth resources engineering from Columbia University.

Students interested in the joint degree programs between Adelphi University and Columbia University's School of Environmental Engineering should consult with Dr. Anagnostis Agelarakis at (516) 877-4112.

Please see Chapter X in this *Bulletin* for additional information about this and other joint degree programs.

## Honors in Environmental Studies

The standards for Departmental Honors are a 3.5 GPA in environmental studies/earth science courses and completion of an environmental studies seminar with a grade of B or better.

## Transfer Students

Transfer students at any level are accepted into the environmental studies department. The number of credits and courses that are 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 environmental studies. Community college students must complete two years in residence working toward a degree in environmental studies.

## Gender Studies

*Levermore Hall, Room 303*

Sally Ridgeway, *Director*, Blodgett Hall, 102  
Email: [ridgeway@adelphi.edu](mailto:ridgeway@adelphi.edu)

Gender 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 gender 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 Gender 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.

## The Gender Studies Minor

Minor requirements include three introductory courses: Gender Roles and Identities (SOC 241); History of Women in the United States I and II (HIS 281, 282); and nine additional credits of related course work. Three credits of independent study in a focused area is encouraged. Courses are selected in consultation with an adviser. This program is open to any interested student.

# History

*Blodgett Hall, Room 200*

Martin Haas, *Chair*  
Email: haas@adelphi.edu

<i>Professors</i>	<i>Associate Professors</i>
Dominick Cavallo	Lester Baltimore
Marsha Tyson Darling	Martin Haas
Patrick Kelly	Cristina Zaccarini
Armstrong Starkey	

*Assistant Professors*  
Abdin Chande  
Dennis Hidalgo  
Michael LaCombe

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.

*Courses are 3 credits unless noted otherwise.*

## Requirements for the Major in History (36 credits)

The curriculum of the history major is structured in four stages or tiers. Additional appropriate courses will be determined by consultation between student and adviser.

### Foundation Courses (100 level) (6 credits)

HIS 101	Origins of Western Civilization I
---------	-----------------------------------

*OR*

HIS 105	World Civilizations I
---------	-----------------------

*AND*

HIS 102	Origins of Western Civilization II
---------	------------------------------------

*OR*

HIS 106	World Civilizations II
---------	------------------------

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

HIS 201	Sophomore Seminar in Research Skills
---------	--------------------------------------

History majors must receive a minimum grade of B- in HIS 201 Sophomore Seminar in Research Skills.

### Additional Courses (24 credits)

*Minimum requirements:*

United States history—three courses, any level

European history—one course

Global history—two courses from different geographical/cultural areas

History electives—two courses

**Senior Research Seminars** (400 level)  
(3 credits)

Students must receive a minimum grade of B– in the Prerequisite to the Senior Research Seminar. Students may take this course on designated topics in either African, American, or European history.

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

**The Minor**

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

**Requirements for the  
Minor in History** (21 credits)

HIS 101    Origins of Western Civilization I  
*OR*

HIS 105    World Civilizations I

*AND*

HIS 102    Origins of Western Civilization II  
*OR*

HIS 106    World Civilizations II

6 credits in:

United States History

3 credits in:

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 GPA 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.

---

## Interdisciplinary Major

*Science Building, Room 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 adviser (normally from the discipline most central to the inquiry) as well as two other faculty members selected by the adviser and faculty head/department chair. The three-person committee should be representative of at least two of the areas intended for study. The adviser 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 adviser, 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 adviser or dean's office.

## Languages and International Studies

*Science Building, Room 216C*

Raysa E. Amador, *Chair*  
Email: amador@adelphi.edu

*Professor*  
Raysa E. Amador

<i>Associate Professor</i>	<i>Assistant Professors</i>
Nicholas A. Carbo	Gilles Glacet
	Priya Wadhera

Language is a cultural currency. 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. The department offers three majors: French, Spanish, and International Studies. The department also offers courses in Arabic, Chinese, German, modern Hebrew, Italian, Japanese, Latin, Portuguese, English as a Second Language, and Linguistics.

The French and Spanish majors are an opportunity for students to study the language, the culture, civilization, and literature of the different countries where the language is used.

Students acquire the foundation of a genuinely multicultural education and access to other cultures. The benefits of acquiring competency in foreign language as part of a liberal arts education are intellectual, philosophical, and practical. The French and Spanish majors make it possible for the student to complete a five-year combined bachelor's/master's in the Scholars Teacher Education Program (STEP) in collaboration with the Ruth S. Ammon School of Education. The STEP program for undergradu-

ate students is tailored to prepare candidates to teach at the childhood and adolescent levels.

The international studies major is a multi-disciplinary 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.

Adelphi University is a non-governmental organization of the United Nations and as such is involved in many activities sponsored by the United Nations; furthermore, every year several ambassadors from different countries come to speak to our students. Adelphi also organizes a yearly conference on the UN or on the European Union, which brings to our students valuable first-hand knowledge of these organizations. We also offer a Model UN course, in which students spend several days in New York City with students from all over the world, trying to comprehend and get involved in the world situation.

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 interactive audio and video equipment, enables students to become immersed in the language and culture they are studying.

*Courses are 3 credits each unless otherwise noted.*

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

The major consists of 36 credits above French 121 (level III) to be distributed as follows:

#### **I. FRE 122\* Level IV French**

*\*Note: Students who place above FRE 122 choose 3 other credits in French.*

**II. Language Courses** (12 credits)

FRE 241	French Phonetics and Diction
FRE 251	Advanced French Conversation
FRE 252	Grammar and Composition
FRE 344	French Translation and Techniques

**III. Culture/Civilization Courses** (9 credits)

FRE 231	French Cross-Cultural Concepts
FRE 246	France Today
FRE 292	The French Speaking World

**IV. Literature/Civilization Courses** (6 credits)

FRE 302	Emergence of Modern France I
FRE 303	Emergence of Modern France II

**V. Literature** (6 credits)

FRE 232	Introduction to French Literature
---------	--------------------------------------

*Plus one of the following:*

FRE 481	Seminar in French Literature of the 19th Century
FRE 482	Seminar in French Literature of the 20th Century

**Requirements for the Major in Spanish** (36 credits)

The major consists of 36 credits above Spanish 121 (level III) distributed as follows:

**I. SPA 122\* Level IV Spanish**

*\*Note: Students who place above SPA 122 choose 3 other Spanish credits.*

**II. Language Courses** (9 credits)

SPA 240	Spanish for Native Speakers
<i>OR</i>	
SPA 251	Advanced Spanish Conversation
SPA 252	Grammar and Composition
SPA 344	Spanish Translation and Techniques

**III. Culture/Civilization Courses** (12 credits)

SPA 231	Spanish Cross-Cultural Concepts
SPA 246	Spain Today
SPA 248	Trends and Tendencies in Hispanic America
SPA 325	Development of Hispanic American Identity
SPA 531	Caribbean Culture and Civilization

**IV. Spanish Literature** (12 credits)

SPA 232	Introduction to Hispanic Literature
SPA 331	Survey of the Literature of Spain
SPA 332	Survey of the Literature of Hispanic America

*Plus one of the following:*

SPA 412	Seminar in Spanish Literature
SPA 422	Seminar in Hispanic American Literature

**Requirements for the Major in International Studies** (48–60 credits)

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

**I. Foundation Interdisciplinary Courses**

(6 credits, required of all students in the major)

ISP 101	Global Issues I
ISP 102	Global Issues II

**II. Concentrations** (36–45 credits in one of the following concentrations):

- A. Language/Business
  - 18 credits in one language (French, Spanish) above language 122 (Level IV)
  - 18 credits in Business (including BUS 341 International Business)
  - 3 credits in Math 110
  - 6 credits in Economics 111 and 112

## B. Language/Political Science

- 18 credits in one language (French, Spanish) above language 122 (Level IV)
- 15 credits in political science (including POL 280 Theories and Practice of International Politics)
- 3 credits in history (must be a 200 level; to be chosen in consultation with major adviser)

*Note: Students will be placed in the appropriate language level after evaluation of previous work done in the language.*

**III. ISP 201 Interdisciplinary Mid-Level****Research Seminar** (3 credits)

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. Capstone** (3-6 credits)

Students must complete one of the following (A or B):

- A. ISP 493 Internship in International Studies Work Experience (2–5 credits)

*AND*

- ISP 494 Internship Journal in the Foreign Language Studied (1 credit)

*OR*

- B. ISP 495 Guided Research Thesis (2 credits)

*AND*

- ISP 497 Guided Research Summary in the Foreign Language Studied (1 credit)

**Business Courses for Business Concentration**

*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:*

BUS 341 International Business

*15 credits chosen from:*

ACC 101	Principles of Accounting I
ACC 102	Principles of Accounting II
BUS 252	Legal and Ethical Environment
FIN 311	Financial Markets
FIN 330	Managerial Finance
FIN 443	International Finance
MGT 262	Principles of Management
MGT 280	Marketing
MGT 366	Organizational Behavior
MKT 480	Advertising Management

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

See offerings of the political science program for a 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 adviser:*

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

POL 385 International Political  
Economy

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

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

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

FRE, SPA 231 Cross-Cultural Concepts  
(French, Spanish)

FRE, SPA 246 France Today or Spain Today  
*OR*  
SPA 248 Trends and Tendencies in  
Latin America

FRE, SPA 310 Strategies in Oral  
Communication (French,  
Spanish)

FRE, SPA 344 Translation Techniques  
(French, Spanish)

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

(6 credits)

FRE 263, 264 Introduction to International  
Business French I, II

*OR*

SPA 263, 264 Introduction to International  
Business Spanish I, II

**Additional Language 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

SPA 246 Spain Today

SPA 248 Trends and Tendencies in  
Latin America

SPA 325 Development of Latin  
American Identity

SPA 531 Caribbean Culture and  
Civilization

**The Minor in Languages**

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.

**Minors in Asian Studies and Latin American Studies**

Please consult the chair of the department for details regarding these three minors.

**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.

**Study Abroad Opportunities**

In the junior year, students may study abroad for one semester or for the whole academic year; a student may also choose to study abroad during the summer. Students who choose to study abroad during the academic year may apply for a Provost Scholarship. Please consult the chairperson of the department or the International Student Services/Study Abroad Program.

## Latin American Studies

Harvey Hall, Room 224

Raysa E. Amador, *Director*

Email: amador@adelphi.edu

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.

*Courses are 3 credits each unless noted otherwise.*

### Requirements for the Latin American Studies Major (36 credits)

Students wishing to major in Latin American Studies must demonstrate proficiency in Level IV (SPA 122); however, students with an interest in French- and/or Portuguese-speaking regions can be accommodated with an adviser's approval.

#### Anthropology (6 credits)

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

#### Economics (3 credits)

ECA 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 (*may be taken for undergraduate or graduate credit*)

### The Minor

The minor in Latin American studies will allow students and professionals in training for careers in law, education, justice administration, health-care, social work, and in the area of business and community agencies, to learn about the rich and diverse cultures of Latin American countries.

Students wishing to minor in Latin American studies must demonstrate proficiency in Spanish Level IV (SPA 122), however students with an interest in a French and/or Portuguese-speaking region can be accommodated with adviser approval.

The Latin American studies minor consists of 18 credits; students are required to take 6 credits from each of the following clusters:

**Cluster I:** Economics, History, and Political Science (credits to be taken from at least two disciplines).

**Cluster II:** Culture and Society, Center for African American and Ethnic Studies, Anthropology, Sociology (credits to be taken from at least two disciplines).

**Cluster III:** Languages and Literatures. Students in the minor must maintain a minimum average of B– or better.

### 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.

*\* Courses chosen in consultation with major adviser*

# Mathematics and Computer Science

*Alumnae Hall, Room 111*

William Quirin, Chair  
Email: [quirin@adelphi.edu](mailto:quirin@adelphi.edu)

<i>Professors</i>	<i>Associate Professors</i>
Robert Emmett Bradley	Stephen Bloch
David Lubell	Robert M. Siegfried
Walter Meyer	
William Quirin	

*Assistant Professors*  
David Chays  
Lee Stemkoski  
Christopher Storm

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

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. The computer and management information systems major prepares

a student for a career in the technological side of the business world, with ample training in both computer science and management.

In addition to the University's General Education requirements, the requirements for the major in mathematics, computer science, and computer and management information systems are as follows:

*Courses are 3 credits each unless noted otherwise.*

## Requirements for the Major in Mathematics (46 credits)

MTH 141	Calculus and Analytic Geometry I ( <i>4 credits</i> )
MTH 142	Calculus and Analytic Geometry II ( <i>4 credits</i> )
MTH 243	Calculus III ( <i>4 credits</i> )
MTH 244	Introduction to Ordinary Differential Equations
MTH 253	Linear Algebra ( <i>4 credits</i> )
MTH 301	Introduction to Proof and Abstract Reasoning
MTH 321	Geometry I
<i>OR</i>	
MTH 322	Geometry II
MTH 361	Introduction to Probability Theory
MTH 431	Analysis
MTH 457	Abstract Algebra
CSC 156	Discrete Structures
CSC 160	Computer Programming for Nonmajors
<i>OR</i>	
CSC 171	Introduction to Computer Programming ( <i>4 credits</i> )

*Two additional mathematics courses chosen from among:*

MTH 321	Geometry I
<i>OR</i>	
MTH 322	Geometry II
MTH 326	History of Mathematics

MTH 351	Theory of Numbers
MTH 355	Symbolic Logic
MTH 362	Mathematical Statistics
MTH 365	Advanced Mathematical Modeling
MTH 366	Introduction to Queueing Theory
MTH 383	Numerical Calculus
MTH 390	Special Topics in Mathematics

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 (70 credits)

MTH 141	Calculus and Analytic Geometry I (4 credits)
MTH 142	Calculus and Analytic Geometry II (4 credits)
MTH 253	Linear Algebra (4 credits)
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 365	Advanced Mathematical Modeling
MTH 366	Introduction to Queueing Theory
MTH 383	Numerical Calculus

*Plus all of the following:*

CSC 156	Discrete Structures
CSC 171	Introduction to Computer Programming (4 credits)
CSC 172	Introduction to Algorithms and Data Structures (4 credits)
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 344	Algorithms and Complexity
CSC 371	Systems I: Computer Organization and Architecture
CSC 480	Senior Seminar

*Plus three courses from among the following:*

CSC 233	Graphical User Interface Programming
CSC 302	Artificial Intelligence
CSC 333	Computer User Interface Programming
CSC 372	Systems II
CSC 390	Special Topics in Computer Science
CSC 440	Software Engineering
CSC 443	Database Management Systems
CSC 450	Computer Networks
CSC 453	Operating Systems
CSC 493	Internship in Computer Science

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

BIO 111, 112	Biological Concepts and Methods I, II (4 credits each)
CHE 111, 112	General Chemistry I, II (4 credits each)
PHY 113, 114	Physics I, II (4 credits each)

### Requirements for the Major in Computer and Management Information Systems (53–55 credits)

MTH 110	Pre-Calculus for Non-Majors
OR	
MTH 140	Pre-Calculus for Math and Science Majors
OPR 272	Analytical and Statistical Modeling (4 credits)
OR	
MTH 114	Statistics for the Natural Sciences
CSC 156	Discrete Structures
CSC 170	Introduction to Computers and Their Applications

CSC 171	Introduction to Computer Programming ( <i>4 credits</i> )
CSC 172	Introduction to Algorithms and Data Structures ( <i>4 credits</i> )
<i>OR</i>	
CSC 173	Visual Programming
BUS 162	Introduction to Business
MGT 262	Principles of Management
ACC 101	Principles of Accounting I
OPR 271	Information Technology and Applications ( <i>4 credits</i> )
OPR 373	Management of Production and Operations
CSC 243	Introduction to Database Management Systems
<i>OR</i>	
OPR 475	Database Management Systems
CSC/OPR 480	Senior Seminar
<i>Plus four courses from among*:</i>	
CSC 174	Computer Organization and Assembly Language
CSC 233	Graphical User Interface Programming
CSC 270	Survey of Programming Languages
CSC 271	Software I: Utilities and Internals
CSC 333	Computer Graphics and Image Processing
CSC 440	Software Engineering
CSC 450	Computer Networks
CSC 390	Special Topics in Computer Science
OPR 471	System Analysis and Design
OPR 474	Data Communication
OPR 478	Management Information Systems

*\*At least two of these courses must be from CSC offerings.*

To graduate with a degree in mathematics or computer science, majors must have a GPA 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. Majors in computer and management information systems are required to maintain an average of 2.0 in all courses applied to the major.

Advanced standing may be granted at the discretion of the departmental chair. Prospective 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 to majors 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 MTH 290 through MTH 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 adviser in the department.

The minor in mathematics includes 21 credits: MTH 141, MTH 142, CSC 156, MTH 253, MTH 301, and at least one course chosen from among MTH 244, MTH 361, MTH 365, and MTH 383.

The minor in computer science includes 23 credits: CSC 171, CSC 172, CSC 174, CSC 156, CSC 270, CSC 271, and at least one additional course chosen with the approval of the departmental minor adviser.

## Joint Degree Program in Engineering

Together with the Departments of Biology, Chemistry, and Physics, the Mathematics Department offers selected students a joint degree program in engineering with Columbia University.

### Adelphi University/Columbia University

3-2 B.A./ B.S. or 4-2 Combined Plan M.S.

Please see Chapter X of this *Bulletin* for more information about this and other joint degree/early assurance programs.

---

## Music

*Post Hall, Room 22*

Christopher Lyndon-Gee, *Chair*

Email: lyndongee@adelphi.edu

*University Professor*

Paul Moravec

*Associate Professor*

Christopher Lyndon-Gee

*Assistant Professor*

Sidney Marquez Boquiren

*Visiting Assistant Professor*

Joanne Metcalf

*Choral Director and Music Program Coordinator*

Michael Hume

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 musicals, recitals, Broadway reviews, and staged music/theatre 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.

### Talent Scholarships

The Department of Music, in cooperation with the Office of Admissions, offers several talent scholarships each year to outstanding entering freshmen who show evidence of unusual ability and accomplishment in the media arts.

*Courses are 3 credits each unless noted otherwise.*

### 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 ( <i>1 credit</i> )
MUA 113	Ear Training, Dictation and Sight Singing II ( <i>1 credit</i> )
MUA 210	Advanced Theory and Harmony I
MUA 211	Advanced Theory and Harmony II
MUA 212	Ear Training, Dictation and Sight Singing III ( <i>1 credit</i> )
MUA 213	Ear Training, Dictation and Sight Singing IV ( <i>1 credit</i> )
MUA 214	Basic Keyboard Skills ( <i>2 credits</i> )
MUA 215	Keyboard Harmony II ( <i>elective</i> )
MUA 310	Form and Analysis
MUA 312	Counterpoint ( <i>elective</i> )
MUA 410	Composition ( <i>elective</i> )
MUA 413	Conducting and Orchestration ( <i>elective</i> )

MUA 490	Advanced Analytical Techniques ( <i>elective</i> )
---------	--

#### History

MUH 221	Major Composers of the 17th and 18th Centuries
MUH 222	Major Composers of the 19th and 20th Centuries
MUH 238	History of Jazz: '20s, '30s, and '40s
MUH 239	History of Jazz: '50s, '60s, and '70s
MUH 290	The Arts and the Creative Process

Please see the *Music Major Handbook* for additional departmental requirements.

### Inter-Arts Requirements for All Music Majors

#### Courses

MUH 290	The Arts and the Creative Process
---------	-----------------------------------

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

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

#### Private Instruction

Eight semesters of private lessons in voice or an instrument.

#### Ensemble Performance

Eight semesters of participation in orchestra, string orchestra, chorus, jazz ensemble, opera workshop, or chamber music workshop.

#### Concert Attendance

All music majors are required to attend a minimum of six on- or off-campus approved professional events each year and to write a concert report (100 to 200 words) on each event.

### Juries

Towards the end of the spring semester in each of years 1, 2, and 3, each music major presents a studio performance adjudicated by their instrumental or vocal teacher, the Chair of Music, and other music faculty members. This jury provides accurate feedback on the student's progress and leads to the public recital that must be presented in the senior year.

### The Minor in Music

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

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

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

Please see the *Music Major Handbook* for additional departmental requirements.

---

## Performing Arts

*Post Hall, Room 4*

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

Sean Sullivan, *Academic Director of Technical Theatre/Design Program*

Peter Borchetta, *Technical Director of Technical Theatre/Design Program*

*Professor*

Nicholas Petron

*Assistant Professors*

Sarah Martin

Sean Sullivan

*Associate Professors*

Maggie Lally

Brian Rose

Performing arts majors may choose concentrations in acting or design/technical theatre 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 theatre arts with specializations in acting and design/technical theatre.

### Acting Program

The Acting Program educates students for work in the theatre and its allied branches. While a performing arts education provides students with the skills and attitudes necessary for a life in the theatre, it also seeks to awaken in the student a creative sensibility through a serious study of the traditions and literature of the theatre. 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 theatre, cabaret, and community performances. The program takes advantage of the University's location just outside New York City, the world center of theatre, by encouraging and arranging field trips to studios, theatres, and production centers, and by inviting well-known working professionals to campus to conduct master classes.

### Design/Technical Theatre Program

In the Design/Technical Theatre 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 theatre technology, design (scenic, costume, lighting), or stage management.

### Talent Scholarships

The Department of Performing Arts, in cooperation with the Office of Admissions, offers several talent scholarships each year to outstanding entering freshmen who show evidence of unusual ability and accomplishment in the arts.

*Courses are 3 credits each unless noted otherwise.*

### Requirements for the Major in Theatre Arts: Acting (62 credits)

PFA 100	Improvisation (2 credits)
PFA 130	Mechanics of Voice Production (2 credits)
PFA 150	Character Development (2 credits)
PFA 180	Voice Projection (2 credits)
PFA 200	Text Analysis (2 credits)
PFA 210	Theatre History I
PFA 230	Diction (Erasing the Local Accents) (2 credits)
PFA 250	Scene Study (2 credits)
PFA 260	Theatre History II
PFA 280	Diction (Projection—Working with the “Accentless” Voice) (2 credits)
PFA 304	History and Performance of Drama I (Greeks to Jacobean)
PFA 340	Rudiments of Directing (2 credits)
PFA 350	Psychological Acting
PFA 354	History and Performance of Drama II (Jacobean to Present)
PFA 380	Stage Accents (2 credits)
PFA 400	Auditioning (2 credits)
PFA 450	Acting for the Camera (2 credits)
PFA 454	Realism (2 credits)
PFA 481	Manhattan Production (2 credits)
PTD 103	History and Application of Theatre Technology (2 credits)
PTD 153	Introduction to Costumes (2 credits)
PTD 269	Makeup for the Stage (2 credits)

*Total of six semesters of the following two courses:*

PFA 248	Theatre Movement (2 credits)
PFA 249	Theatre Movement (2 credits)

Please see the *Performing Arts Handbook* for additional departmental requirements.

**Requirements for the  
Major in Theatre Arts:  
Design/Technology** (63 credits)

PFA 210	Theatre History I
PFA 260	Theatre History II
PTD 101, 151, 201, 251, 301, 351, 401, 451	Research, Rehearsal, and Production ( <i>2 credits each</i> )
PTD 103	History and Application of Theatre Technology ( <i>2 credits</i> )
PTD 115	Mechanical Drafting ( <i>2 credits</i> )
PTD 153	Introduction to Costumes ( <i>2 credits</i> )
PTD 165	Scenographic Techniques ( <i>2 credits</i> )
PTD 169	Sound ( <i>2 credits</i> )
PTD 213	Props Construction ( <i>2 credits</i> )
PTD 223	Stage Management
PTD 241	Costume Construction
PTD 269	Makeup for the Stage ( <i>2 credits</i> )
PTD 313	Advanced Technical Theatre ( <i>2 credits</i> )
PTD 315	Scene Design I ( <i>2 credits</i> )
PTD 317	Lighting Design I ( <i>2 credits</i> )
PTD 319	Scene Painting ( <i>2 credits</i> )
PTD 331	Draping and Pattern Making
PTD 333	Costume Design I ( <i>2 credits</i> )
PTD 365	Scene Design II ( <i>2 credits</i> )
PTD 367	Lighting Design II ( <i>2 credits</i> )
PTD 383	Costume Design II ( <i>2 credits</i> )

Some applied electives are: art and art history courses for designers; dance theory 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 theatre/design majors take theatre history.

**Honors in Performing Arts**

Honors in acting and design/technology are based on excellence in performance and pro-

duction over the student's four-year program at Adelphi.

**Requirements for the Minor  
in Theatre Arts: Acting** (27 credits)

PFA 108, 109	Beginning Acting and Dramatics ( <i>3 credits each</i> )
PFA 111	Introduction to the Professional Theatre ( <i>2 credits</i> )
PFA 210, 260	Theatre History I and II ( <i>3 credits each</i> )
PFA 340, 360	Rudiments of Directing and Directing ( <i>2 credits each</i> )
PFA 248, 249	Theatre Movement ( <i>2 credits each</i> )
PTD 103	History and Application of Theatre Technology ( <i>2 credits</i> )
PTD 153	Introduction to Costumes ( <i>2 credits</i> )

Please see the *Performing Arts Handbook* for additional departmental requirements.

**Requirements for the Minor  
in Theatre Design/Technology**

(26 credits)	
PTD 101, 151, 201, 251, 301, 351	Research, Rehearsal, and Production ( <i>2 credits each</i> )
PTD 103	History and Application of Theatre Technology ( <i>2 credits</i> )
PTD 153	Introduction to Costumes ( <i>2 credits</i> )
<i>Select 10 credits from the following with departmental advisement:</i>	
PFA 210, 260	Theatre History I, II ( <i>3 credits each</i> )
PTD 115	Mechanical Drafting ( <i>2 credits</i> )
PTD 165	Scenographic Techniques ( <i>2 credits</i> )
PTD 169	Sound ( <i>2 credits</i> )
PTD 213	Property Construction ( <i>2 credits</i> )

PTD 223	Stage Management I	PFA 280	Diction (Projection—Working with the “Accentless” Voice) (2 credits)
PTD 241	Costume Construction I	PFA 304	History and Performance of Drama I (Greeks to Jacobeans)
PTD 313	Advanced Technical Theatre I (2 credits)	PFA 340	Rudiments of Directing (2 credits)
PTD 319	Scene Painting I (2 credits)	PFA 350	Psychological Acting
PTD 331	Draping and Pattern Making	PFA 354	History and Performance of Drama II (Jacobean to Present)
PTD 315, 365	Scene Design I, II (2 credits each)	PFA 360	Directing (2 credits)
PTD 317, 367	Lighting Design I, II (2 credits each)	PFA 380	Stage Accents (2 credits)
PTD 333, 383	Costume Design I, II (2 credits each)	PFA 400	Auditioning (2 credits)

Please see the *Performing Arts Handbook* for additional departmental requirements.

### Courses Open to Non-Majors

#### Acting/Theatre:

PFA 108	Beginning Acting	PFA 450	Acting for the Camera (2 credits)
PFA 109	Dramatics	PFA 454	Realism (2 credits)
PFA 290	The Arts and Creative Process	PFA 460	Theatrical Outreach
		PFA 481	Manhattan Production (2 credits)

### Courses for Majors Only

#### Acting:

PFA 100	Improvisation (2 credits)	PFA 490, 491	Independent Study (3-12 credits)
PFA 111	Introduction to the Professional Theatre (2 credits)	PFA 493	Professional Internship (1-3 credits)
PFA 130	Mechanics of Voice Production (2 credits)		
PFA 150	Character Development (2 credits)		
PFA 180	Voice Projection (2 credits)		
PFA 200	Text Analysis (Acting III) (2 credits)		
PFA 210	Theatre History I		
PFA 230	Diction (Voice III: Erasing the Local Accent) (2 credits)		
PFA 250	Scene Study (2 credits)		
PFA 260	Theatre History II		

**Technical Theatre/Design:**

PTD 101, 151; 201, 251; 301, 351; 401, 451	Research, Rehearsal, and Production ( <i>2 credits each</i> )
PTD 103	History and Application of Theatre Technology ( <i>2 credits</i> )
PTD 115	Mechanical Drafting ( <i>2 credits</i> )
PTD 153	Introduction to Costumes ( <i>2 credits</i> )
PTD 165	Scenographic Techniques ( <i>2 credits</i> )
PTD 169	Sound ( <i>2 credits</i> )
PTD 213	Prop Construction ( <i>2 credits</i> )
PTD 223, 273	Stage Management I and II
PTD 241	Costume Construction
PTD 269	Makeup for the Stage ( <i>2 credits</i> )
PTD 313	Advanced Technical Theatre ( <i>2 credits</i> )
PTD 315, 365	Scene Design I, II ( <i>2 credits each</i> )
PTD 317, 367	Lighting Design I, II ( <i>2 credits each</i> )
PTD 319	Scene Painting ( <i>2 credits</i> )
PTD 331	Draping and Pattern Making
PTD 333, 383	Costume Design I, II ( <i>2 credits each</i> )
PTD 490	Independent Study ( <i>3-12 credits</i> )
PTD 493	Professional Internship ( <i>1-3 credits</i> )

---

**Philosophy***Alumnae Annex, Room 300*Paul Mattick, *Chair*

Email: mattick@adelphi.edu

*Professors*

Stephen A. Greenfield

Paul Mattick

*Assistant Professor*

Shawn Kaplan

Philosophy traces its genealogy back to the ancient Greeks, among whom it already came to center on the idea of distinguishing reality from appearance, knowledge from opinion. In its modern incarnation philosophy has continued to challenge received ideas and conventional modes of thought, and thus to develop through rigorous self-criticism. Philosophy emphasizes critical thinking about any and all topics: the existence and nature of God; the difference between good and evil; the powers and limits of science; the nature of art and literature; the relation of the individual to society. The Adelphi philosophy program takes the study of the history of philosophical thinking as a basis for encouraging students to explore the issues that intrigue them in as many directions as we are competent to teach.

Students may choose to major or minor in philosophy. Many combine a philosophy major with a major in another field. In consultation with an adviser, 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.

*Courses are 3 credits each unless noted otherwise.*

## Requirements for the Major in Philosophy (30 credits)

### Required Courses

PHI 110	Introduction to Philosophy
<i>OR</i>	
PHI 212	Ethics and Morality
<i>AND</i>	
PHI 311	The History of Philosophy I
PHI 312	The History of Philosophy II
PHI 313	The History of Philosophy III
PHI 314	The History of Philosophy IV
PHI 315	The History of Philosophy V

### Electives

The remaining credits are to be taken as electives.

### The Minor

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

## Physics

*Blodgett Hall, Room 8*

Gottipaty Rao, *Chair*  
Email: rao@adelphi.edu

<i>Professors</i>	<i>Assistant Professor</i>
Henry F. Ahner	Sean Bentley
John P. Doohar	
Martin H. Garrell	<i>Research Coordinator</i>
Eugene Hecht	Andreas Karpf
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, lasers, modern optics, 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 Columbia University School of Engineering and Applied Science for two years of specialization in engineering disciplines. The Combined Plan program offers majors in:

- Applied Physics
- Biomedical engineering
- Chemical engineering

- Civil engineering
- Computer engineering
- Computer science
- Construction engineering and management
- Earth and environmental engineering
- Electrical engineering
- Engineering and management systems
- Engineering mechanics
- Financial engineering
- Industrial engineering
- Manufacturing engineering
- Materials science
- Mechanical engineering
- Medical physics
- Operations research
- Solid state science

After successful completion of the program, a student will get a B.S. in engineering from Columbia University and a B.A./B.S. degree in physics from Adelphi University.

Recognizing the importance of experimental research to students' intellectual growth, the Department of Physics has completely modernized its laboratory facilities over the last few years. Undergraduate research is now a part of the curriculum. A number of undergraduate students participate in research in the department and present the results at national conferences. State-of-the-art research is conducted in lasers, modern optics, quantum and non-linear optics, atom traps, development of trace gas detection techniques employing lasers, holography, flame diagnostics, alternate energy technologies and environmental science.

*Courses are 3 credits each unless noted otherwise.*

## 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 (4 credits)
PHY 114	Physics for Science Majors II (4 credits)
PHY 211	Introduction to Mathematical Methods in Physics (4 credits)
PHY 216	Physics III—Introduction to Physics of Atoms, Nuclei, and Solids (4 credits)
PHY 230	Engineering: Statics
PHY 260	Thermodynamics and Kinetic Theory
PHY 264	Optics
PHY 322	Advanced Physics Lab (4 credits)
PHY 380	Electromagnetic Theory (4 credits)
PHY 428	Quantum Mechanics
MTH 141	Calculus and Analytic Geometry I (4 credits)
MTH 142	Calculus and Analytic Geometry II (4 credits)
MTH 243	Calculus III (4 credits)
MTH 244	Introduction to Ordinary Differential Equations

(Students are strongly advised to take MTH 253 Linear Algebra as an elective.)

### Open electives (40 credits)

*Open electives are chosen in consultation with the major adviser.*

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 Columbia University, College of Engineering and Applied Science**

**Major requirements** (66 credits)

The following courses are recommended 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 ( <i>4 credits</i> )
CSC 172	Introduction to Algorithms and Data Structures ( <i>4 credits</i> )
CHE 111	General Chemistry I ( <i>4 credits</i> )
CHE 112	General Chemistry II ( <i>4 credits</i> )

**Electives** (21 credits)

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

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

**Requirements for the Major in Physics Leading to the B.S. Degree**  
(120 credits)

**Major requirements** (62 credits)

PHY 113	Physics for Science Majors I ( <i>4 credits</i> )
PHY 114	Physics for Science Majors II ( <i>4 credits</i> )
PHY 211	Introduction to Mathematical Methods in Physics I ( <i>4 credits</i> )
PHY 216	Physics III—Introduction to Physics of Atoms, Nuclei, and Solids ( <i>4 credits</i> )
PHY 230	Engineering: Statics
PHY 231	Engineering: Dynamics
PHY 244	Digital Circuits ( <i>4 credits</i> )
PHY 260	Thermodynamics and Kinetic Theory
PHY 264	Optics
PHY 301	Mathematical Methods in Physics
PHY 322	Advanced Physics Lab ( <i>4 credits</i> )
PHY 380	Electromagnetic Theory ( <i>4 credits</i> )
PHY 428	Quantum Mechanics
MTH 141	Calculus and Analytic Geometry I ( <i>4 credits</i> )
MTH 142	Calculus and Analytic Geometry II ( <i>4 credits</i> )
MTH 243	Calculus III ( <i>4 credits</i> )
MTH 244	Introduction to Ordinary Differential Equations

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

CHE 111	General Chemistry I ( <i>4 credits</i> )
CHE 112	General Chemistry II ( <i>4 credits</i> )

MTH 253	Linear Algebra ( <i>4 credits</i> )
PHY 243	Analog Circuits ( <i>4 credits</i> )

### **Open Electives** (30 credits)

**Advanced Level Elective Courses:** A Bachelor of Science candidate in physics is required to take 30 credits of open electives. A student may choose, in consultation with the faculty adviser, a number of advanced level elective courses offered by the physics department or other disciplines.

### **Requirements for the Minor in Physics** (24 credits)

PHY 113	Physics for Science Majors I ( <i>4 credits</i> )
PHY 114	Physics for Science Majors II ( <i>4 credits</i> )
PHY 211	Introduction to Mathematical Methods in Physics ( <i>4 credits</i> )
PHY 216	Modern Physics ( <i>4 credits</i> )

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

### **Engineering Combined Plan Programs**

To facilitate the combination of a broad liberal arts program with a professional education in engineering, Adelphi University offers selected students the option of participating in combined plan degree programs with Columbia University, a 3-2 program leading to a B.A. from Adelphi and B.S. in Engineering from Columbia, or a 4-2 program leading to a bachelor's from Adelphi and M.S. in Engineering from Columbia.

Please see Chapter X of this *Bulletin* for more information about this and other joint degree/early assurance programs.

### **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.

## Political Science

*Blodgett Hall, Room 202*

Regina Axelrod, *Chair*  
Email: RSA@adelphi.edu

*Professor*  
Regina Axelrod

<i>Associate Professors</i>	<i>Assistant Professors</i>
Katie Laatikainen	Margaret Gray
Lawrence R. Sullivan	Traci Levy

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, comparative government, international relations, 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:

*Courses are 3 credits unless noted otherwise.*

### Requirements for the Major in Political Science (39 credits)

18 credits *within the department*:

- POL 101 Introduction to the American Political System
- POL 102 Introduction to Politics
- POL 240 Ancient Medieval Political Theory in the Western World Perspective

*OR*

- POL 241 Modern Political Theory in the Western World
- POL 246 Research Design and Methodology
- POL 260 Comparative Political Analysis
- POL 280 Theories and Practice of International Relations

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 Relations

*And take 3 credits from among the offerings in:*  
American Government and Politics

*Plus 12 credits of:*

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

Also recommended are courses in related disciplines.

*Related disciplines:*

Students are recommended to take a supporting group of courses from the offerings of related disciplines and fields chosen in consultation with the Political Science Department adviser. Related disciplines include:

- African American and Ethnic Studies
- Anthropology
- Business
- Communications
- Economics

English  
 History  
 International Studies  
 Languages  
 Mathematics and Computer Science  
 Philosophy/Religious Studies  
 Social Work  
 Sociology

All graduating majors must have earned a 2.0 minimum GPA in political science courses. 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 GPA is required, plus a seminar with a grade of B or better.

### **Washington Center Internship**

The program involves a semester in Washington, D.C., under the guidance of the Washington Center (WC). Students are provided with housing and are placed in full-time internships (4½ days per week) in congressional offices, interest groups, or executive agencies in the D.C. area. A seminar related to the student's work and offered by qualified academics under the aegis of the WC is taken for credit by the student as a part of the credits earned for the semester. An analytical paper of 25-35 pages comparing the practical experience of the intern with some of the academic literature on the policy issue area examined by the intern is required for POL 339. This paper is worth a final 3 credits for a total of 15 credits for the fall and spring semester internships or 12 for the summer program. All credits are in political science. The internship is graded on a Pass/Fail basis. The course and paper are graded on a regular A to F scale.

Students pay regular 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). The WC also provides the placement, guidance, and supervision of the interns while in Washington, with a member of the Political

Science Department serving as a liaison person. The only expenses the student must meet beyond this are for food and transportation. Scholarships are available.

### **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 three of the five fields of political science.

### **The Political Science Minor with a Pre-Law Concentration**

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

Students interested in pursuing the pre-law concentration as a political science minor should contact the Department of Political Science, to declare the minor and to be assigned a pre-law adviser in the department. Political science majors who wish to pursue the prelaw concentration should work with their regular faculty adviser. Pre-law and local internships are also available. They can be taken for 3 to 6 credits, with approval from Political Science Department faculty.

Pre-law preparation is described further in Chapter X.

### **Political Science Minor in Public Service**

The minor in public service is designed to develop a commitment to public service and instill public-regarding values in students, including the value of good citizenship as a vital component of a democratic polity. This minor stresses the ethical implications of government decisions. Accordingly, an extended internship experience in Washington is incorporated into the minor to expose students to the practical consequence of government decisions and to the broader principles of public good that are supposed to guide these decisions.

The internship experience is also compatible with the University's mission of developing critical thinking and analytic skills necessary to sustain and support both political society and the personal progress of our students after they graduate from Adelphi. Learning about the practical significance of public life and public service, which is the goal of this minor, is especially warranted now that interest in public service as the proper end of democratic citizenship is declining. 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. See fuller description of the internship program above. Preference is given to those applying for internships in their sophomore/junior year or the first semester of their senior year. Prerequisites include: four political science courses, including a seminar, a 3.3 GPA overall, and approval of the Political Science Internship Committee.

Students interested in the internship must plan ahead in their sophomore or even freshman years so that they will have the necessary prerequisites and so that they will be able to meet the requirements of their major despite one semester in Washington.

### **Albany Internship**

Students have an opportunity to serve in the State Legislature for the spring semester. Students will take courses and seminars in Albany. Internships of 6 or 9 credits must be taken with both 358 and 359, for a total of 12 or 15 credits. Open to majors in all departments and schools, preference is given to juniors and first semester seniors. Applications should normally be made one calendar year in advance of the internship semester.

*Prerequisites:* POL 101 and completion of 6 credits of political science under one of the following options (to be chosen by the department in consultation with the intern).

#### **Option A:**

- (1) An additional course from among the appropriate offerings of the department
- (2) POL 429 Public Policy Seminar.

#### **Option B:**

- (1) Two additional courses from among appropriate offerings in the department.

#### *Required:*

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

### **International Studies Program**

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

### **Honors in Political Science**

The standards for Departmental Honors are a 3.5 GPA 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 GPA of at least 3.0. One need not be a political science major to be a member.

## Sociology

*Blodgett Hall, Room 102*

Sally Ridgeway, *Co-Chair of Anthropology and Sociology*

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

*Professor*

Salvatore Primeggia

*Associate Professors*

Pierre Hegy

Sally Ridgeway

*Assistant Professors*

Melanie E. L. Bush

Jessica Klein

Stephanie Lake

Deborah Little

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.

The department also offers the criminal justice major in conjunction with the University College program.

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

*Courses are 3 credits unless noted otherwise.*

### 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 an **average** grade of C in **these** courses. Sociology majors must maintain an overall GPA of 2.5 in their sociology course.

SOC 100	Introduction to Sociology
SOC 200	Quantitative Research Methods ( <i>4 credits</i> )
SOC 201	Qualitative Research Methods ( <i>4 credits</i> )
SOC 202	Development of Social Thought
SOC 203	Contemporary Sociological Theories

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

### Course Sequence for Sociology Majors

Majors in sociology should take SOC 100 first, and SOC 202 Development of Social Thought and SOC 200 Quantitative Research Methods 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 Qualitative Research Methods and SOC 203 Contemporary Sociological Theories.

### Honors in Sociology

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

### The Minor

Note: SOC 100 Introduction to Sociology is a prerequisite for all courses.

Students minoring in sociology are required to take:

SOC 201	Qualitative Research Methods (4 credits)
SOC 202	Development of Social Theory
SOC 203	Contemporary Sociological Theory
ELECTIVES	Four additional sociology courses

## Criminal Justice Major

The criminal justice major is offered through the Sociology Department in conjunction with the University College. The program is designed to provide students with an understanding of the problems of crime, delinquency, law, and social control. The major combines a strong liberal arts background with specialized courses in law, criminology, sociology, psychology, and law enforcement administration. The overall objective of the program is to provide a sound educational basis for either graduate work or professional training.

The major is interdisciplinary in nature, and students may select courses in University College, the Derner Institute, the School of Social Work, and the Departments of Anthropology, Political Science, and Sociology. Many of the required courses will be cross-listed, enabling students to receive credit toward their degrees through University College or the College of Arts and Sciences. Program overview courses are 3 credits unless otherwise noted.

Students will choose one of two concentrations: the Social Science Concentration provides a basic education in the field of criminal justice combined with a liberal arts degree and is for most undergraduates; the Police Science Concentration is designed for students working already in the areas of police administration or law enforcement. All students may take courses in either concentration. For additional information, contact Sally Ridgeway in the Sociology Department (516) 877-4938, or Emily Wilson in University College (516) 877-3400.

## Core Requirements (18 credits)

*Required of all criminal justice majors.*

ACG 265	Criminal Justice Planning and Research (4 credits)
POL 332/ACG 332	American System of Criminal Justice
SOC 246/ACG 246	Criminology (4 credits)
SOC 261/ACG 261	Crime and Punishment (4 credits)
SOC 277/ACG 277	Law and Social Inequality

## Social Science Requirements

(30–33 credits)

### 1. Foundation Courses (9 credits)

*Must be taken prior to Core Requirements.*

ANT 111	Cultural Anthropology
PIA 101	General Psychology
SOC 100	Introduction to Sociology

### 2. Required Courses (9 credits)

POL 323	Individual Rights in the Constitution
PIA 386	Psychology of Criminal Behavior
SOC 330	Sociology of Law

### 3. Electives (12–15 credits)

*(Selected with approval of academic adviser.)*

A. Two of the following:

ACG 363	Criminal Law (4 credits)
SOC 240	Sociology of Violence
SOC 244	Sociology of Deviance
SOC 315/ACG 315	Juvenile Delinquency

B. Two of the following:

ACG 364	Forensic Science (4 credits)
ACG 366	Organized Crime (4 credits)
ACG 455	Contemporary Developments in Criminal Justice (4 credits)
ANT 229	Humankind, Culture, Environment (4 credits)

ANT 362	Jaws, Teeth, and Forensic Dentistry ( <i>4 credits</i> ) ( <i>cross-listed as BIO 362/ENV 362</i> )
ANT 441	Forensic Anthropology ( <i>4 credits</i> )
POL 323	Individual Rights and the Constitution
POL 325	Law and the Legal Process
PIA 262	Social Psychology
PIA 355	Introduction to Forensic Psychology
PIA 462	Special Topics in Social Psychology
SOC 341	Gender Issues in Criminal Justice
SWK 542	Oppression, Diversity, and the Struggle for Human Rights in Social Work Practice

## Police Science Requirements

(30–36 credits)

### 1. Foundation Courses (6 credits)

*Must be taken prior to Core Requirements.*

PIA 101	General Psychology
SOC 100	Introduction to Sociology

### 2. Required Courses (12 credits)

ACG 254	Police and Community Relations ( <i>4 credits</i> )
ACG 255	Police Organization and Administration ( <i>4 credits</i> )
ACG 364	Forensic Science ( <i>4 credits</i> )

### 3. Electives (12–16 credits)

*Selected with approval of academic adviser.*

A. Two of the following:

ACG 315/SOC 315	Juvenile Delinquency
ACG 363	Criminal Law ( <i>4 credits</i> )
ACG 370	Special Topics in Police Studies ( <i>4 credits</i> )
PIA 386	Psychology of Criminal Behavior

B. Two of the following:

ACG 366	Organized Crime ( <i>4 credits</i> )
ACG 455	Contemporary Developments in Criminal Justice ( <i>4 credits</i> )
ANT 362	Jaws, Teeth, and Forensic Dentistry ( <i>cross-listed as BIO 362/ENV 362</i> ) ( <i>4 credits</i> )
ANT 441	Forensic Anthropology ( <i>4 credits</i> )
POL 325	Law and the Legal Process
POL 327	State and Local Government
PIA 262	Social Psychology
PIA 355	Introduction to Forensic Psychology
PIA 462	Special Topics in Social Psychology
SOC 240	Sociology of Violence
SOC 244	Sociology of Deviance
SOC 331	Sociology of Law
SOC 341	Gender Issues in Criminal Justice
SWK 542	Oppression, Diversity, and the Struggle for Human Rights in Social Work Practice

## Special Programs

### The General Studies Program

General Studies is a one-year, intensive program for freshmen whose potential for academic achievement has been identified by the University through interviews with faculty, administrators, and counselors, but whose high school records and SAT scores do not meet Adelphi's traditional admission requirements. 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 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 gain by strengthening 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 aca-

demical counselors who can help students make the adjustments that college life demands.

*Courses are 3 credits unless noted otherwise.*

#### Course of Study

##### *Fall*

- GNS 100 First Year Seminar:  
A World of Ideas I (4 credits)
- GNS 101 Critical Reading and Writing
- GNS 104 Origins of Western Civilization I
- GNS 106 Society and the Individual II:  
Psychology

##### *Spring*

- GNS 102 First Year Seminar:  
A World of Ideas II (4 credits)
- GNS 103 Problem-Solving Across the  
Curriculum
- GNS 105 Origins of Western Civilization II
- GNS 107 Expository Writing and Research

### 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 GPA 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 GPA, 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 GPA 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.

### **Cocurricular Activities**

Due to the academic rigor of the program, General Studies students are encouraged to place schoolwork at the forefront of their priorities, and therefore are prohibited from joining intercollegiate athletic teams during their first year and from pledging for fraternities and sororities during their first semester in the program. To pledge during the second semester, students must be in good academic standing and have a GPA 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.

## **Levermore Global Scholars Program**

The Levermore Global Scholars Program (LGSP) is a unique learning community of students committed to the idea of improving and understanding the world they live in. This innovative program emphasizes global learning, civic engagement, and interdisciplinary study.

Open to all majors, the program offers the opportunity for internships, community service, study abroad, cultural excursions in New York

City, and informal discussions with distinguished guests. The overall aim of the program is to create a learning environment where students develop a sense of community, as well as their own intellectual and leadership capabilities. For more information, please visit the LGSP Web site [www.adelphi.edu/levermorescholars](http://www.adelphi.edu/levermorescholars).

Students wishing to apply for the Levermore Global Scholars Program should complete the Adelphi application and check the LGSP box. In addition to the requirements listed, applicants are encouraged to include a brief statement expressing their interest in the program and explaining why they should be a part of LGSP. Students already attending Adelphi should contact their adviser or Steve Rubin, Associate Dean of the College of Arts and Sciences, by email at [sjr@adelphi.edu](mailto:sjr@adelphi.edu).

---

## COURSES OF INSTRUCTION

### COLLEGE OF ARTS AND SCIENCES

---

#### AFRICAN AMERICAN AND ETHNIC STUDIES, CENTER FOR

##### **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 130 History of Black Dance in America** *3 credits*

This course includes learning and performing Black American African-dance and its movements.

##### **AAS 135 History of Black Performing Arts** *3 credits*

This course will cover the careers of Black American producers, directors, actors, dancers, and musicians, and their pathways to success. The principal objectives are to introduce students to the Black American perspective on 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 on 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 204 Black History in the United States to 1865** *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 Black Americans developed. The latter part of the semester will be devoted to the role of Black Americans in the Civil War and during the period of Reconstruction.

##### **AAS 205 Black History in the United States 1865 to Present** *3 credits*

This course examines the history of Blacks 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 Black Power Movement.

##### **AAS 208 Elements of Black Culture** *3 credits*

This course examines the origins of Black culture. It considers Black 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 Black American culture in the spheres of language, marriage and family, religion, political and economic affairs, social relations and activities, and community life generally, through to the present day.

##### **\*AAS 260 Black Writers I** *3 credits*

The first semester of this two-semester course is designed to give students an introduction to Black American literature, and examines how 20th century Black 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 Black Writers II** *3 credits*

The second semester of this two-semester course is designed to give students an introduction to Black 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 Danicat (Haiti), Cristina Garcia (Cuba), Jamaica Kincaid (Antigua), Paule Marshall (Barbados), and Derek Walcott (St. Lucia).

*\* AAS 260 and AAS 261 are cross-listed with ENG 262 and ENG 263, respectively. May be taken to fulfill elective credit for English major.*

**AAS 317 The Civil Rights Movement** *3 credits*

This is a study of the struggle of Black 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 Rights and Voting Rights Acts of 1964 and 1965, to the Clinton Administration's Motor Voter Bill of 1993.

**AAS 333 Women in International Development** *3 credits*

The assumptions of this course are that (1) it is possible to characterize the role of women in the development process, (2) that women as a corporate entity endure unique problems, and (3) that they require special measures to address their development needs. This course is a cross-national survey of the status of women. It is an exploration of the historical and contemporary events that have shaped women's participation in international development, with theoretical, conceptual, social, economic, political, and cultural levels of analyses of applicable development theories as they identify salient issues in women's lives. The cross-cultural focus examines women's lives through some of these issues: agriculture, health, nutrition, urban living, education and communications, family planning, women's organizations, the genetics revolution and biotechnology, legal statutes, energy, migration and employment, religion, and public administration.

**AAS 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.

**AAS 390 Special Topics: Comparative African American Religions** *3 credits*

This course serves as an introduction to African and African American religion(s) practiced by Africans on the continent and throughout the Diaspora. It begins with the first major capture of Africans by the Portuguese in the early 15th century on the western coast of Africa, and it explores the religious and philosophical changes and events that have shaped African thought to the present. We explore the roots of various forms of religion practiced in African American communities that have their origins in West Africa. We explore the religious-cultural practices of the Yoruba, Fon, Ibo, and others.

Since this course focuses on the impact of African and black religions in general, we also explore the role that Islam played in enslaved communities, and the various Christian denominations that were embraced by the enslaved community. We also explore the possible reasons why Catholic Christianity was more accepting of African traditional reli-

gion, than was its Protestant counterpart. In particular, we will discuss why enslaved Africans in the Caribbean, Brazil, and Cuba maintained a closer relationship with their African past than did those enslaved in North America.

**AAS 390 Special Topics: Peoples and Cultures of the Caribbean** *3 credits*

This course is 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.

**AAS 390 Independent Study** *3 credits***AAS 390 Special Topics: Rethinking Globalization** *3 credits*

This course seeks to present important new perspectives on world citizenship. Technology is an important centerpiece of globalization, as are the internationalization of everyday life, and the emergence of global governance and its impact on civil society, local government, and international governing bodies like the United Nations. Globalization is chiefly about trade, global corporations, markets, financial products and services, global governance, migrating labor, and the expansion of the ownership of ideas and property. We use a multidisciplinary approach to examine an age of a new global citizenship and transnational civil society, in which we simply must know more about the variables and causal factors which will impact our lives.

**AAS 390 Special Topics: Law and Human Rights: A Global Perspective** *3 credits*

As the law is an agent of social ordering, it effects social change for state citizens, asylum seekers, refugees, non-citizens, racial/ethnic minorities, women and children, gays and lesbians, and the disabled. This course examines achieving international legal protection for marginalized groups.

---

## 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 225/ENV 225 Human Evolution 4 credits

*Cross-listed with Environmental Studies.*

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 227 Peoples of the North 3 credits

Explore the range of human adaptations in a harsh environment: the arctic and sub-arctic areas (Canadian, American, Nordic, and Siberian). Focus on the material culture, ingenious technological innovations, and development of world-views and related political, economic, kinship and marriage systems. Examine the changing environment and responses by various cultural groups.

### 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 redefinition 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 248 Culture and Health** 3 credits

The thematic focus of this course is the current world crisis in health and healthcare. This situation will be examined from several perspectives, including the ethno-medical belief systems embedded in all cultures; demographic imbalances generated by sudden changes in local economies; and the ethics of public health administration, disaster relief, starvation, and persistent malnutrition.

**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 nonhuman 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 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 343/ENV 343 Primate Ecology and Sustainable Development** 4 credits

This course studies the adaptations of primates to their environments through time in terms of morphology, ecology, physiology, behavior, evolution, and fossil record. The course is composed of lectures, readings, films discussions, laboratory, and studies of exhibits at the Bronx Zoo and the American Museum of Natural History. An understanding of features shared by primates, especially those most closely related to humans, provides a necessary background for discussing human origins and evolutions.

**ANT 360 Special Topics: 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 362/BIO 362 Jaws, Teeth, and Forensic Dentistry***4 credits*

Analytical descriptions of the anatomy, development, variation, anomalies, wear trauma, and pathogenesis of dental structures and surfaces, as well as of the dental masticatory apparatus as part of the cranium form the basis of this course. Human dental morphology and function are examined in the context of our primate and hominid evolutionary phylogeny. Forensic aspects of the human dentition are examined based on diachronic variants of socioeconomic and sociocultural organizations of human populations. A required laboratory component of 25 hours in working with dental collections from prehistoric and recent human populations provides additional training in dental anatomy and variation, forensics and pathology.

**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 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: Either ANT 112 or ENV 225 or BIO 362, or permission of instructor.*

Demonstrates the process of recovering and assessing biocultural 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 adviser are arranged.

---

## ART AND ART HISTORY

### Studio Art—Required Courses

#### ART 101 Fundamentals of 2D Design 3 credits

*Art majors only.*

Fundamentals of 2D Design examines the organizational principles common to all two-dimensional art. In a series of practical assignments, students explore line, shape, interval, scale, pattern, and other elements of design to achieve an awareness of form and an appreciation of the way it can suggest and amplify meaning in art.

#### ART 105 Drawing I 3 credits

*Art majors only.*

Drawing plays a primary role in the development of an artist or designer. This course is an introduction to the principles and techniques of representational drawing. Students develop their powers of observation and expression through a series of projects using a variety of materials.

#### ART 106 Drawing II 3 credits

*Prerequisite: ART 105.*

This course continues involvement with the principles and concepts developed in Drawing I. Students will be encouraged to broaden their experimentation with drawing materials and processes. Additionally, the study of existing drawings from both printed reproductions and museum visits will enhance the student's appreciation of the rich grammar of drawing and its varied roles in historic and contemporary cultures.

#### ART 122 Jewelry I 3 credits

*No prerequisite. Course is repeatable.*

This workshop focuses on the design and fabrication of jewelry, using traditional silver smithing techniques of forming, soldering, and stone setting.

#### ART 126 3D Design 3 credits

*Art majors only.*

Fundamentals of 3D Design examines the structural principles that underlie sculpture, model building, and other three-dimensional art. In a series of practical assignments and employing varied materials and processes, students explore the character of form in space.

#### ART 190 Introductory Art Seminar 3 credits

*Art majors only.*

The Introductory Art Seminar is a series of discussions among freshman art majors that examine basic assumptions about contemporary art and design. The instructor moderates the dialogue and selects essays, films, and art objects for discussion. Students refine their opinions in a series of short writings that are compiled in a "portfolio of ideas" about art, its place in society, and the processes by which it is made.

#### ART 240 Figure Drawing and Anatomy 3 credits

*Prerequisites: ART 105, 106.*

The human figure presents the artist with uniquely complex challenges in drawing. This course analyzes muscular and skeletal anatomy while maintaining the importance of expression and graphic vitality.

#### ART 255 Drawing III 3 credits

*Prerequisites: ART 105, 106, and 240.*

Drawing III is designed for art students who have taken Drawing I, II, and Figure Drawing and Anatomy, and who are ready to pursue a more sophisticated and independent direction in drawing. Students learn to work in a series and design their own projects. Experimentation is encouraged.

#### ART 275 Color: Theory and Practice 3 credits

*Art majors only.*

*Prerequisites: ART 101, 126.*

This course investigates the visual structure of color in a series of small paintings and collages. Students employ varied materials and processes to achieve both a physical and conceptual mastery of color as it is applied in painting, illustration, and design disciplines.

#### ART 353 Contemporary Art Seminar 3 credits

*Junior art majors only.*

Contemporary Art is a seminar on issues that surround the making and exhibition of art, e.g., the role of art criticism, the place of craft in contemporary art, the challenge of pluralism for the individual artist, and other timely subjects. Weekly readings, short essays, films, and field trips are part of the curriculum.

#### ART 401 Senior Thesis Project I 3 credits

*Prerequisite: Contemporary Art Seminar.*

Senior Thesis Project I is a tutorial course to be arranged with a faculty mentor chosen by the student. With the help of his or her mentor, the student writes a statement of purpose outlining what will become a two-semester studio project; the second half comes under the rubric of Senior Thesis Project II. The mentor keeps the project moving and makes timely suggestions and criticisms in weekly meetings with the student. Students are expected to keep a project journal.

#### ART 402 Senior Thesis Project II 3 credits

*Prerequisites: Senior Thesis Project I.*

Senior Thesis Project II is a continuation of the personal project begun in Senior Thesis Project I. A full-time faculty member presides over weekly meetings of four-hour duration that include regular critiques and discussions of ongoing projects. Students are expected to maintain consistent studio practice on their project throughout the semester. The class culminates in a Senior Thesis Exhibition.

**ART 499 Senior Portfolio in Fine Art** 3 credits  
*For senior art majors only. Required capstone course for senior B.A. candidates only. Course may be repeated once.*

Senior Portfolio in Fine Art covers the practical aspects of studio art, including: materials, the handling and storage of art works, matting and framing, photographic documentation techniques, and professional practice in the presentation of art work. The class will also discuss career-related issues, e.g., galleries and other exhibition venues, and how to present work in the marketplace.

### **Additional Required Courses for Graphic Design Only**

**ART 301 Computer Graphic Applications I** 3 credits  
*Open to graphic design students only.*

Computer Graphic Applications I is a tutorial in Macintosh basics with a hands-on approach to the powerful page layout capability of QuarkXPress, creation and manipulation of digital imagery with Adobe Photoshop CS, and the drawing and vector art with Adobe Illustrator CS. Through various two-dimensional and three-dimensional projects, students will learn to design with the computer as a tool for graphic problem solving. Scanning and the use of the digital camera are included.

**ART 329 Computer Graphic Applications II** 3 credits  
*Prerequisite: ART 301.*

This is the second part of a tutorial in Macintosh basics with a hands-on approach to the powerful page-layout capability of QuarkXPress, creation and manipulation of digital imagery with Adobe 16 Art and Art History Photoshop CS and the drawing of vector art with Adobe Illustrator CS. Strong emphasis placed on portfolio development.

**ART 330 Graphic Design I** 3 credits  
*Open to graphic design students only.*

This course offers a tutorial in Macintosh basics with a hands-on approach to the powerful page layout capability of QuarkXPress, creation and manipulation of digital imagery with Adobe Photoshop CS and the drawing of vector art with Adobe Illustrator CS. Strong emphasis placed on portfolio development.

**ART 430 Graphic Design II** 3 credits  
*Open to graphic design students only.*

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

**ART 433 Senior Project in Graphic Design** 2 credits  
*Capstone course for graphic design program: senior graphic design students only.*

A compilation of advanced level projects in specialized areas of graphic design that allows students to customize effective portfolio pieces for their job-specific needs. Senior projects are required to be showcased in the Graphic Design Exhibition.

**ART 434 Senior Promotional Materials** 2 credits  
*Capstone course.*

Senior-level course that investigates diverse ways for graphic designers to package themselves for the interview presentation process as they embark on their careers. All promotional materials are required to be showcased in the Graphic Design Exhibition.

**ART 437 Advertising Design I** 3 credits  
*Senior graphic design students only.*

Advertising Design I explores conceptual principles and techniques of graphic design for print media. Students conceive and develop designs for a variety of clients, ranging from brand identity to brochures. The development of a professional and competitive portfolio for the current job market is stressed.

**ART 438 Advertising Design II** 3 credits  
*Senior graphic design students only.*

In Advertising Design II, the graphic design student engages advanced level problem solving with a strong emphasis on the designer/client relationship and the development of professional portfolio pieces.

**ART 492 Internship** 3 credits

### **Studio Art—Elective Courses**

**ART 108 Drawing Workshop** 3 credits  
*Non-majors only.*

This course is designed to give the non-major an opportunity to learn such rudiments of free-hand drawing as volumetric description of form, spatial illusion, and the use of the gesture to animate form. Students work in a variety of materials on projects that range from direct observation to more imaginative approaches.

**ART 117 Printmaking I** 3 credits  
*Open to art majors only. No prerequisite.*

Printmaking I is an introduction to several major printing processes, including drypoint, linocut, aquatint, and hard and soft-ground etching. In addition, students gain familiarity with the print shop and safe print room practice. This course sets the stage for more advanced and individualized work in printmaking.

**ART 118 Ceramics I** 3 credits  
*No prerequisite.*

Ceramics I is an introduction to basic ceramic studio techniques. Students produce hand-built and wheel-thrown vessels and learn to glaze and fire their products.

**ART 120 Photography I** 3 credits  
*No prerequisite.*

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 121 Calligraphy Workshop** 3 credits  
*No prerequisite.*

This course introduces the use of the broadedge pen and features an in depth study of the elegant style of writing known as “chancery cursive,” commonly called “italic.” The instructor provides clear examples and individual attention.

**ART 122 Jewelry I** 3 credits  
*No prerequisite. Course is repeatable.*

This workshop focuses on the design and fabrication of jewelry, using traditional silver smithing techniques of forming, soldering, and stone setting.

**ART 170 Digital Photography** 3 credits

This course introduces the student to the “digital darkroom,” which includes file management and types, workflow, color theory, and remedial and editorial image manipulation in Photoshop. At all times emphasis will be placed on the content and esthetics of the photograph.

**ART 211 Sculpture I** 3 credits  
*Open to art majors only. Prerequisite: ART 126.*

Sculpture I is for students who have taken Fundamentals of 3D Design or an equivalent and want to explore sculpture on a more advanced level. Students are encouraged to present ongoing projects for weekly reviews and criticism. Field trips to museums and galleries are part of this curriculum.

**ART 213 Painting I** 3 credits  
*Prerequisite: ART 105, 106.*

Painting I is an introduction to the art and craft of painting. Students work from observation to develop skills in color mixing, the rendering of form, and paint handling. Slide presentations and field trips to museums augment studio work.

**ART 217 Printmaking II** 3 credits  
*Prerequisite: ART 117.*

Printmaking II is for students who wish to continue exploring printmaking techniques learned in Printmaking I in a more self-directed and personal way.

**ART 227 Primitive Ceramic Firing** 3 credits  
*Prerequisite: ART 118.*

Instruction in the processes of raku and sawdust firing. Emphasis is placed on the use of materials to construct simple natural forms.

**ART 228 Ceramics II** 3 credits  
*Prerequisite: ART 118.*

Ceramics II is for students who wish to continue their investigation of either functional pottery or ceramic sculpture. This course places increasing emphasis on the development of a personal direction within the medium.

**ART 241 Making Art on the Mac** 3 credits  
*No prerequisite. Art majors only.*

Making Art on the Mac introduces the art major to the numerous ways in which the computer can be employed as a studio tool for making and documenting art. Employing digital tools in a variety of methods, students will learn how to flesh out ideas in digital forms that support and elaborate upon traditional studio techniques.

**ART 262 Photography II** 3 credits  
*Prerequisite: ART 120.*

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 270 Mixed Media I** 3 credits  
*Prerequisites: ART 105, 106.*

This class presents collage as a fine art discipline with its own aesthetic tradition. Students are encouraged to work with a wide variety of source materials, to examine the significance of these materials, and to understand how meaning can be amplified or altered when images from diverse sources are combined.

**ART 315 Portrait and Studio Photography** 3 credits  
*Prerequisites: ART 120.*

This course focuses on the special problems associated with portrait photographing for both fine art and commercial applications. It emphasizes technical matters, e.g., the careful study of lighting, composition, and developing techniques along with the psychological and aesthetic concerns that are intrinsic to the idiom.

**ART 339 Sculpture II** 3 credits  
*Prerequisite: ART 211, 126.*

Sculpture II is for students who would like to continue the exploration of sculptural concepts, media, and techniques begun in Sculpture I in a more focused and individualized manner.

**ART 340 Painting II** 3 credits  
*Prerequisite: ART 213.*

Painting II is the follow-up to Painting I. Students are encouraged to develop greater independence. Work may be based on observation or more conceptual motifs. Historical and contemporary paintings will be considered and discussed through slide presentations and field trips.

**ART 380 Photography III** 3 credits  
*Prerequisite: ART 262.*

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

**ART 381 Medium and Large Format****Photography**

3 credits

*Prerequisite: ART 262.*

This course utilizes the view camera to explore a variety of subjects under varied light conditions. It introduces black-and-white sheet film processing and printing and the zone system for image control. Historical and contemporary examples of large format photography will be examined and discussed.

**ART 394 Special Topics: Basic****Publication Design**

3 credits

This is a course for beginners in graphic design production using Photoshop, Quark, and Illustrator programs. Students will learn how to use the software on Macintosh computers to create well-designed business cards, letterheads, posters, brochures, etc. Emphasis is on “real world” applications of design principles.

**ART 394 Special Topics: Painting III**

3 credits

*Prerequisites: Painting 1 and Painting 2*

This advanced painting course is for students who wish to delve more deeply into ideas that piqued their interest in Painting 2. Students will create a small body of work unified by theme, process, or material. Discussion centers on the pictures made for the class and more general issues that surround the practice of painting today.

**ART 491 Independent Study**

1–3 credits

*Open to arts majors only.*

Independent study can be arranged between a student and instructor. Project plans must be clearly stated in writing and signed by the chair. There is a limit of two independent studies per student for four years.

**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 concentrations. Placements are usually off campus in a professional setting.

**Art History Courses****ARRH 196 Art and the World I**

3 credits

*Open to all students. Required course for all art majors.*

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.

**ARRH 197 Art and the World II**

3 credits

*Open to all students. Required course for all art majors.*

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, Neoclassical, 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.

**ARRH 243 Art of Africa and Oceania**

3 credits

*Open to all students.*

This course examines the art and craft of the tribal cultures of Africa and Pacific Oceania. It focuses upon the function of art in tribal society, its meaning, expressive power, and historical implications.

**ARRH 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.

**ARRH 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.

**ARRH 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.

**ARRH 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.

**ARRH 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, and intensity of expression.

**ARRH 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.

**ARH 252 Modern Art I** *3 credits*

*Open to all students. Required course for all art majors.*

This course covers the roots of Modernism in the late nineteenth century and the major movements of twentieth century art up until the end of World War II. Painting, sculpture, and design are examined within the context of political and cultural changes of the period.

**ARH 253 Modern Art II** *3 credits*

*Open to all students.*

Modern Art II covers art produced from the end of World War II until the present. Painting, sculpture, and design are examined within the context of political and cultural changes of the period.

**ARH 266 History of Photography** *3 credits*

*Open to all students.*

This course examines the origins and development of photography since its inception in 1839. The development of the photographic medium is considered in view of its evolving technical, social, and esthetic context.

**ARH 272/ENG 270 Adelphi in Florence: Experiencing the Renaissance** *3 credits*

*Overseas study.*

Faculty-led summer program in the heart of the Italian Renaissance which combines intensive study with firsthand experience of the art, culture, street life, and atmosphere of one of Europe's most beautiful settings.

**ARH 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.

**ARH 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.

**ARH 392 Special Topics in Art History** *3 credits*

*Open to all students.*

Investigation of subjects of special interest in art history.

**ARH 392 Special Topics: Art of Imperial Rome** *3 credits*

Between the first century BC and the fifth century AD, the internally diverse Mediterranean world was unified under Rome's rule. Examine the impact of this situation on the visual arts by focusing on architecture, sculpture, painting, and decorative arts produced in both the Empire's provinces and the city of Rome.

---

## BIOLOGY

Most 3-credit classes meet for 2½ hours of lecture per week. Most 4-credit classes meet either for 2½ hours of lecture and one 2½-hour laboratory per week or for 12/3 hour of lecture and 5 hours of laboratory per week.

### 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. Lectures and one laboratory period each week.

### 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. Lectures and one laboratory period each week.

### BIO 105 Biology of AIDS

3 credits

This course will investigate the biology of AIDS and HIV-1. Practical information regarding HIV-1 transmission, risk factors for contracting AIDS, and AIDS testing will be presented. The biology of AIDS pathogenesis, the activity of anti-HIV-1 drugs, and the epidemiology of AIDS will also be explored. Lecture only.

### 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. Lecture 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. Two lectures and one laboratory period a week.

### BIO 208 Microbiology

3 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. Lecture and laboratory.

### BIO 222 Genetics

3 credits

*Required for biology majors.*

*Corequisites: Bio 223 or BIO 224 must be taken concurrently.*

*Recitation required.*

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 is emphasized. Lecture and recitation.

### BIO 223 Genetics Lab

1 credit

*Prerequisites: BIO 111, 112.*

*Corequisite: BIO 222.*

Laboratory exercises using a variety of genetic materials to illustrate important principles and techniques in classical and molecular genetics. Lab reports and final exam. One meeting (2½ hours) per week.

### BIO 224 Genetics Project Lab

2 credits

*Prerequisites: BIO 111, 112.*

*Corequisite: BIO 222.*

Laboratory emphasizes development of technical skills, independent investigative ability, and understanding of the scientific approach through semester-long genetics and molecular biology research projects. Presentations and lab reports required. Two scheduled meetings (2½ hours each) per 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 253 Marine Biology

4 credits

*Prerequisites: BIO 111, 112 or equivalent.*

A fundamental introduction to plants and animals indigenous to Long Island's coastal and estuarine waters; laboratory and field studies of natural history, life cycles, and adaptations of common species. Lectures and two laboratory periods each week.

**BIO 288 Honors Colloquium** 2 credits  
*Permission of the Committee on Honors and Undergraduate Research and minimum biology GPA of 3.0 are required. Required for honors in biology.*

An introduction to biological research approaches and methods through lectures, readings, discussions, and seminar presentations by Adelphi and external researchers. Recommended for students who plan to take BIO 498, 499 Guided Research.

**BIO 340 Nature of Viruses** 3 credits  
*Prerequisites: BIO 222; permission of instructor.*

Students will learn the basic taxonomy and structure 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. Lecture.

**BIO 345 Developmental Biology** 4 credits

This course will examine sperm and egg structure and the mechanisms of fertilization. It will also examine the molecular mechanisms of cell movement, migration, and shape change in the establishment of embryonic and adult body plan. The role of differential gene expression will be presented to explain the formation of distinct cell populations and the establishment of body organs. The analysis of development presented in this course will provide the student with the understanding that genes, cells and the environment must all interact for the zygote to achieve adulthood. Lecture and one laboratory period each week.

**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. Lecture and one laboratory period a week.

**BIO 362 Jaws, Teeth, and Forensic Dentistry** 4 credits

Analytical descriptions of the anatomy, development, variation, anomalies, wear trauma, and pathogenesis of dental structures and surfaces, as well as of the dental masticatory apparatus as part of the cranium, form the basis of this course. Human dental morphology and function are examined in the context of our primate and hominid evolutionary phylogeny. Forensic aspects of the human dentition are examined based on diachronic variants of socioeconomic and sociocultural organizations of human populations. A required laboratory component of 25 hours in working with dental collections from prehistoric and recent human populations provides additional training in dental anatomy and variation, forensics and pathology. Lecture and laboratory.

**BIO 365 Cell Biology I** 4 credits  
*Prerequisites: BIO 111,112.*

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. Major credit. Lecture and one laboratory period each week.

**BIO 423 Physiological and Molecular Aspects of Nutrition** 3 credits  
*Prerequisites: CHE 112, BIO 112 and two additional biology courses.*

*This course meets the Capstone Experience requirement. Students taking this course may not also get credit for NUR 265.*

Through original articles this course examines the physiological, biochemical, and molecular interactions related to nutrient utilization. Topics include structure and function of vitamins, proteins, carbohydrates and lipids, hormonal control of eating, satiety, and metabolism, the role of genetics in metabolic control, physiology and molecular biology of taste and smell.

**BIO 438 Microbial Ecology** 4 credits  
*Prerequisite: BIO 238.*

The distribution and function of micro-organisms in natural ecosystems and their impact on human problems. Lecture and two laboratory periods a week.

**BIO 465 Cell Biology II: Advanced Topics** 3 credits  
*Prerequisite: One of the following: BIO 365, BIO 504, CHE 471, CHE 472 or permission of instructor. This course meets the Capstone Experience requirement.*

This course is an in-depth examination of areas of current research in cell biology, focusing on the molecular basis of cellular processes. Topics are introduced with lectures and textbook readings, and then further explored through guided discussions of readings from the scientific literature. Topics previously covered include nuclear transport, protein sorting, and signal transduction.

**BIO 484 Neurobiology** 3 credits  
*Prerequisites: BIO 111 and BIO 112, or equivalent, or permission of the instructor.*

An examination of the biological bases of nervous system function. Basic topics include cell biology of the neuron, neurohistology, neuroanatomy, electrophysiology, neuropharmacology, and developmental neurobiology. Special topics reflect the latest findings in the field. Lecture.

**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 485 Special Topics: Disaster Management for the Health Professions/Disaster Management for the Health Professions Lab** 4 credits

In this course students learn the four stages of disaster management response skills for natural and man-made occurrences, and the biological effects of different agents, how we can prevent them, and how we can treat them. The laboratory section will consist of actual field exercises. These will occur on weekends and will include accommodations for student schedules as necessary.

**BIO 485 Selected Topics: Tooth Structure and Dental Terminology** 3 credits

*Prerequisite: 20 credits of biology.*

This course is designed for the student preparing to enter dental school. The objective is to teach the students the language of dentistry and the anatomy of the individual tooth. Each of the 32 teeth will be discussed and drawn in detail.

**BIO 485 Special Topics: Tooth Structure and Dental Terminology, Laboratory** 1 credit

Hands-on experience in dental laboratories. Students will dissect teeth, carve models for teeth, and observe and participate in other laboratory activities that will elucidate tooth anatomy.

**BIO 485 Special Topics: Coral Reefs and Tropical Shores: Environmental Studies at San Salvador, the Bahamas** 3 credits

This is a field-based course focusing on both the coral reef and the shoreline environments of San Salvador, the Bahamas, and associated environmental issues. Permission of an instructor, a swim competency test, a passport, snorkeling gear, and an additional travel fee are required.

**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 497 Guided Research** 2 credits

*A total of 4 credits may be applied to the major in biology from BIO 491, 492, 497, 498, 499.*

*Prerequisite: A total of 12 completed biology credits including BIO 111 and 112.*

This course is open to all students upon acceptance by a professor. Students will perform laboratory or field research in biology under supervision of the accepting faculty member. A verbal presentation of the research results to the department is required at the end of the semester. *Note: BIO 497 (or BIO 498) is a prerequisite for BIO 499 which is required for Honors in Biology and a Capstone Experience course.*

**BIO 498 Guided Research** 2-3 credits

*Prerequisite: A total of 20 completed credits in biology, including BIO 111, 112, and acceptance by a professor.*

*A total of 4 credits may be applied to the major in biology from BIO 491, 492, 497, 498, and 499.*

*Prerequisite: 20 completed credits in biology.*

Students will perform laboratory or field research in biology under supervision of the accepting faculty member. A verbal presentation of the research results to the department is required at the end of the semester. A written report may be required at the professor's option, especially if taken for 3 credits.

**BIO 499 Guided Research: Capstone Experience** 3 credits

*Required for Honors in Biology.*

*Prerequisites: BIO 288 and BIO 497 or BIO 498, and a total of 22 completed credits in biology.*

*Open to senior biology majors only.*

*A total of 4 credits may be applied to the major in biology from BIO 491, 492, 497, 498, and 499.*

*This course meets the Capstone Experience requirement.*

Students will perform laboratory or field research in biology under supervision of the accepting faculty member. Course requirements include a thesis-committee approved research proposal, a final verbal presentation of research results, and a formal thesis to be defended before the thesis committee.

**BIO 504 Survey of Biochemistry** 4 credits

*Satisfies undergraduate and graduate biology elective requirement.*

*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. Lecture 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. Lecture and two laboratory periods each week.

**BIO 525 Introduction to Transmission  
Electron Microscopy** 4 credits

*Prerequisite: Permission of instructor.*

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

**BIO 526 Scanning Electron Microscopy** 4 credits

*Prerequisite: Permission of instructor.*

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

**BIO 528 Immunology** 3 credits

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

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

**BIO 540 Principles of Disease** 3 credits

*Prerequisites: BIO 112, 112; BIO 203, 204 or equivalent.*

A discussion of how diseases affect organ systems and major organs with emphasis on cellular, genetic, immune mechanisms. Detection methods, mechanisms of treatments are also included. Lecture.

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

*Permission of instructor required.*

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. Lecture.

**BIO 630 Special Topics: Coral Reefs  
and Tropical Shores: Environmental  
Studies at San Salvador, the Bahamas** 3 credits

This is a field-based course focusing on both the coral reef and the shoreline environments of San Salvador, the Bahamas, and associated environmental issues. Permission of an instructor, a swim competency test, a passport, snorkeling gear, and an additional travel fee are required.

**BIO 630 Special Topics: Innate  
Immunity and Viral Infections** 3 credits

Innate immunity is the body's first line of defense against infections, including those of viruses, and has been a major area of research advances in the past few years. This course explores the mechanism of innate immunity and its role in defending against viruses.

---

**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 104 Environmental Chemistry I** 4 credits

The first half of a one-year course in general chemistry as applied to environmental studies. The course stresses the practical applications of chemical principles to problem of the environment. The required laboratory portion of the course reinforces these applications.

**CHE 106 Environmental Chemistry II** 4 credits

The second half of a one-year course in general chemistry as applied to environmental studies. The course stresses the practical applications of organic chemistry and instrumental analysis to problems of the environment. The required laboratory portion of the course reinforces these applications.

**CHE 107, 108 Essentials of Chemistry** 4 credits each  
*CHE 107 is the prerequisite for CHE 108 Essentials of Chemistry.*

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.*

*CHE 111 is the prerequisite for CHE 112 General Chemistry.*

General Chemistry is a one-year course that emphasizes the fundamental principles and laws of chemistry.

**CHE 193, 194 Research Seminars in Chemistry** 0.5 credits each

*A required course for first-year chemistry and biochemistry majors.*

Students will attend seminars and read and discuss chemical journal articles for critical analysis. One class period every other week.

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

*Prerequisites: CHE 111 and 112.*

*Corequisites: CHE 253 and 254.*

*CHE 251 is the prerequisite for CHE 252 Organic Chemistry.*

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. One laboratory period 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 293, 294 Research Seminars in Chemistry** 0.5 credits each

*Prerequisites: CHE 193, 194 or permission of the instructor.*

A required course for second-year chemistry and biochemistry majors. Students will attend seminars and read and discuss chemical journal articles for critical analysis. One class period every other 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. Two laboratory periods each week.

**CHE 393, 394 Research Seminars in Chemistry** 0.5 credits each

*Prerequisites: CHE 293, 294 or permission of the instructor.*

A required course for third-year chemistry and biochemistry majors.

Students will attend seminars and read and discuss chemical journal articles for critical analysis. One class period every other week.

**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. One laboratory period 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. Three lecture periods a week.

**CHE 462, 562 Instrumental Methods and Physical Analysis** 4 credits

*Prerequisites: CHE 265 Quantitative Analysis or permission of the instructor.*

Advanced material is studied in lecture and laboratory and focuses on the application of modern instrumental methods of analysis. This course includes classical and modern instrumental methods, theory, problem solving, and project-based laboratory experiments. 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. Three lecture periods a week.

**CHE 471, 571 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, or permission of the instructor.*

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. Three 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 metal 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. Three lecture periods a week.

**CHE 481 Computers and Chemistry** 3 credits

*Prerequisite: MTH 602 or equivalent.*

A course in 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. Three lecture periods a week.

**CHE 490 Independent Study** 2–4 credits**CHE 493, 494 Research Seminars in Chemistry** 1 credit each

*Prerequisites: CHE 393 and 394, or permission of the instructor. A required course for fourth-year chemistry and biochemistry majors.*

Students will attend seminars and read and discuss chemical journal articles for critical analysis. This course will also allow students the ability to conduct an individual laboratory investigation in some field of chemistry. Laboratory and library research constitutes the basis for a final comprehensive written and oral report. One class period every other week; laboratory work to be arranged with a faculty member of the student's choice.

**CHE 581 Safety in the Laboratory and Studio** 1 credit

*Permission from the department required.*

A course designed to teach safety fundamentals to those intending to work or supervise in a chemistry laboratory or studio. Hazards, protection, accident prevention, and government regulation are topics discussed. Two all-day Saturday sessions.

---

## COMMUNICATIONS

### COM 102 Communication Theory *3 credits*

An introduction to major theories, perspectives, and issues 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 103 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 104 Art of Film and 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 131 History of Cinema I *3 credits*

This course explores the aesthetic, technological, economic, and social history of the cinema. Motion pictures, which began in the 1890s, have been a dominant form of popular culture throughout the world since that time. A range of issues in the history of politics, culture, and the “high” versus popular arts will be discussed.

### COM 191 Production Assistantship *1 credit*

May be repeated for a total of 3 credits.

### COM 205 Media and Children *3 credits*

Children’s interactions with popular culture are varied and complex, yet theories about those interactions are often oversimplified. In this course, students examine a variety of theories about the relationship between children and popular culture, looking at such media as television, film, popular music, books, and magazines, and computer-based media.

### COM 207 Introduction to Journalism *3 credits*

This course gives 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, the differences between the two, and the biases of each.

### COM 208 Writing for Newspapers I *3 credits*

This course is an introduction to journalistic writing. Students will learn the basics of researching and writing news stories through in-class writing workshops, outside reporting assignments, regular newspaper reading, and analysis.

### COM 209 Writing for Newspapers II *3 credits*

*Prerequisite: COM 208.*

This course is a continuation of COM 208. Students will refine their journalistic writing abilities through reporting projects where they find and develop ideas for stories, conduct research and interviews, then write and edit their own stories.

### COM 212 Propaganda and Communication *3 credits*

This course focuses on the history, theories, techniques, and technologies of persuasive communication. It explores a variety of forms of political persuasion, including those of election campaigns and of campaigns by incumbents and interest groups to shape public opinion. It also examines the persuasive strategies of advertising and public relations. Emphasis is equally divided between historical and contemporary case studies.

### COM 215 Film Then and Now *3 credits*

This course is a multi-dimensional study of narrative genres and stylistic movements that have shaped the cinema as we know it. It examines American forms like film noir, the Western, and science fiction, as well as international movements such as French New Wave, Italian Neo-Realism, and New Asian cinema.

### COM 216/ENG 207 Feature Writing *3 credits*

This course is designed to develop students’ skills in researching and writing feature stories for a variety of print media. Students will learn the differences between writing “hard news” and writing such works as human-interest stories and regular columns.

### COM 225 Introduction to Moving Image Production *3 credits*

This course is an introduction to the basic methods, theories, and processes of moving-image making using a variety of moving-image media. Emphasis will be placed both on acquiring technical skills and on becoming thoughtful about aesthetic issues involved in expression through moving images.

### COM 300 Media Criticism *3 credits*

It is impossible to live in contemporary society without being bombarded by the products and messages of popular culture. This course will examine popular culture through the use of a variety of critical frameworks. Students will study the critical works of media theorists from each of the selected frameworks, and then write critical works of their own in each style of media criticism.

**COM 309 Writing for Media** *3 credits*

This course develops writing skills for a wide range of contemporary media, including fiction and non-fiction movies, personal documentaries, video poems, and multimedia programs. It uses in-class examples of successful writing in these forms as a springboard into discussions of student projects. “Writing” will be viewed as using words, images, and sounds to communicate effectively within the options of a given format.

**COM 315 Communication and Behavior** *3 credits*

This course is a detailed study of communication and social interaction. Topics include the constituents of interpersonal communications, 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 316/ENG 309 Writing for Magazines** *3 credits*

This course focuses on the type of writing that is characteristic of magazine and literary journalism. Students will study examples of this type of writing and research, write, and edit pieces of their own.

**COM 325 Film 1** *3 credits*

*Prerequisite: COM 225.*

This is a course in film production. The primary goal of this course is to develop students’ technical and aesthetic skills of visual storytelling through film. Students will gain and demonstrate a working knowledge of film cameras, sound and lighting production, and film editing.

**COM 329 Special Topics: Video Field Journalism** *3 credits*

Video Field Journalism is designed to give students theoretical and practical experience in the art and craft of identifying journalism stories, formulation questions, and working in the field to interview and collect what is necessary to produce a short video story. Students will study current examples in the video journalism field and work together to develop questions, research story concepts, and to videotape the stories that they identify as compelling and newsworthy.

**COM 330 Video 1** *3 credits*

*Prerequisite: COM 225.*

This is a course in video production. The primary goals of this course are to learn the essentials of video production, learn non-linear video editing, and develop projects that explore the aesthetic questions of moving image production.

**COM 334 Major Directors** *3 credits*

This course is 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 Media and Gender** *3 credits*

An examination of the ways in which women have been represented in media and how they have participated in, or been excluded from, production and control of their own media images. A major strategy of this course is to consider how media reflect and/or shape cultural definitions of masculinity and femininity.

**COM 369 Special Topics: Global Media** *3 credits*

In this course we will be mapping out world communication and the cross-cultural outlines of our so-called “global village.” We will look at the rise of international communication systems and the development of this thing we call global culture. We will examine some of the modern techniques and technologies of the information revolution—computers, satellites, the news, digital imaging, fiber optics—and a variety of their influences on cultural development and “new world orders.” We will assess the merits and limitations of technological developments in media and their implications for global communication.

**COM 369 Special Topics: New Television Series Development** *3 credits*

This course explores the development and writing of a new television series from pitch to pilot. The class will read and analyze sample formats and bibles for new series and read, view, and analyze sample pilots. Students will then be randomly placed into groups of four or five and each group writing team will develop its own new television series.

**COM 403 Free Speech, Media Law, and Democracy** *3 credits*

The Constitutional ideal that our government “shall make no law” abridging free speech, has given way to laws that, in fact, restrict expression such as forms of political speech, hate speech, pornography and the college press. This course examines these issues and others as reflective of a changing First Amendment.

**COM 406 New Communication Technology and Social Change** *3 credits*

This course addresses the implications of new and emerging communication and information technologies. Topics include the relationship between new technology and democracy, the globalization of media industries, new media and social interaction, and the impact of new media on privacy.

**COM 409 Writing for Media 2** *3 credits*

Building on the cinematic principles and dramatic imperatives covered in Writing for Media 1, advanced students will develop professional scripts for media (TV, film, and Internet). Successful media will be examined via class discussion. Supportive criticism, from fellow students and from the instructor, will be given to all projects.

**COM 410 Senior Thesis Seminar** 3 credits

In this senior seminar, each student will select and independently and deeply explore an important issue or topic in the field of communication. Each student's work will culminate in a senior thesis that will be presented to the seminar during the final weeks of the semester.

**COM 411 Issues and Conflicts in Media and Society** 3 credits

This course is an advanced seminar in which students delve deeply into selected issues in media studies. The aim is to gain a better understanding of how media grow out of and help 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 Film Theory and Criticism** 3 credits

This course is an advanced seminar that examines how certain key thinkers have theorized about film in the broad sense of the medium as an aesthetic, social, cultural and historical phenomenon. Discussion 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.

**COM 425 Film 2** 3 credits

*Prerequisites: COM 325 and COM 330.*

This course is an introduction to synch-sound filmmaking. Major areas to be covered are conceptualization and development of material for a project, cinematography, montage, and sound mixing. Emphasis is placed on acquiring skills in these aspects of expression and on developing a critical and creative eye with respect to film.

**COM 430 Video 2** 3 credits

*Prerequisites: COM 325 and COM 330.*

This course permits students to refine their videomaking abilities in both technical and aesthetic terms. Each student will complete one major video project, using professional-level digital video equipment.

**COM 450 Documentary Production** 3 credits

*Prerequisite: COM 225.*

This course studies documentary filmmaking through the screening and analysis of documentaries and the production of a documentary work. Documentary techniques of researching, shooting, and editing will be developed through class exercises and the production of one substantial project.

**COM 454 Electronic Journalism** 3 credits

*Prerequisite: COM 225.*

This course is designed for students who wish to learn the journalistic, informational, and editorial use of video production. Techniques of research, pre-interviewing, on-camera interviewing, and visual and sound recording will be covered through the production of several short video projects.

**COM 470 Moving Image Workshop** 3 credits

*Prerequisites: COM 425, 430; or permission of instructor.*

This course is an advanced workshop in the creative production of moving images. Through classroom and individual projects, students will learn visualization and production techniques to produce sophisticated pieces of media art.

**COM 491 Independent Study** 1–3 credits**COM 493 Professional Internship** 1–6 credits

*Open only to juniors and seniors with an overall GPA of 2.8.*

The Professional Internship program provides students with an important opportunity to gain experience in the communications and media industries. Internships are available in a wide range of industries, including radio, television, film, music, journalism, public relations, advertising, and new media.

**COM 502 Adolescence and the Media** 3 credits

This course examines adolescent development with a focus on the impact of various forms of mass media. We will first concentrate on conceptually defining adolescence (socially, cognitively, and physically) and then explore the media's influence upon it. Research findings surrounding issues like advertising, sexuality, violence, and health will be discussed.

---

**DANCE**
**PFD 110, 111; 210, 211;  
310, 311; 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 235 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 Theatre** 3 credits

*Majors only—three times a week.*

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

**PFD 390 Special Topics** 3 credits
**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

*Permission of Chair required.*

Independent study in dance.

**PFD 493 Professional Internship** 1–3 credits

Practical experience in an off-campus venue. Must be pre-approved by program director.

---

**ENGLISH****ENG 107 The Art and Craft of Writing** 3 credits  
*Required of all students.*

This introductory course in academic writing focuses on writing as a deliberative process. Students will learn to read critically, think analytically, imagine an audience, draft an argument using appropriate language and structure, and edit for clarity and correctness.

**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 109 Introduction to Creative Writing** 3 credits  
*May be taken as a second competency requirement for General Education.*

Through writing and reading, this course is an exploration of the nature of creative writing in the genres of poetry, the short story, and the drama. Each student will create a portfolio of work in at least one of those three genres.

**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, nonfiction, 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 202 The Structure of Modern English** 3 credits  
This course examines the structure of the English language through the study of transformational, descriptive, and pedagogical grammars. Core concepts and theories regarding phonetics, phonology, morphology, syntax, semantics, and pragmatics will be addressed. Social and pedagogical issues related to language, writing, and writing instruction will be a focus of this course.**ENG 207/COM 216 Feature Writing** 3 credits  
*Permission of instructor required.*

Preparation of feature-length works for newspapers and magazines; techniques of research and documentation; human interest stories and column writing; practice in writing articles for the print media.

**ENG 210 Copy Editing** 3 credits  
Intensive practice in preparing the rough material of a story for print.**ENG 220 The Classical Heritage** 3 credits  
A study of major works of Greek and Roman literature in translation.**ENG 231 Literature in English 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 Literature in English II** 3 credits  
*Required of all English majors.*  
Survey of English literature from 1700 to 1900. Readings from Swift, Hardy, Wordsworth, etc.**ENG 233 Literature in English III** 3 credits  
English and American literature from the accession of Queen Victoria to end of World War II, including poetry, novels, plays, and nonfiction. Course focuses on historical background, literary movements and styles, and major figures. Provides a foundation in the period and in reading literature in English.**ENG 250 Interpretive Theories and Methods** 3 credits  
Required for the major, this course introduces the key methods and concepts needed for the study of literature. Basic terms of literary analysis, as well as the tenets of modern critical theories, will be discussed through reading literary works of various genres.**ENG 251 Third Gender Literature** 3 credits  
*Prerequisite: ENG 107.*

This survey class aims to create a community of diverse readers and scholars who challenge each other with perspectives and interpretations of third gender literature. The course will examine how the self-defined image of sexual minorities has evolved, as has their place in social history. Focusing primarily on gay and lesbian fiction, poetry, and dramatic literature, the course will also draw upon readings from mythology, cultural theory, autobiography, and critical studies.

**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 262 African American and African Caribbean Writers I**

3 credits

*Fulfills elective credit for English major. Cross-listed with AAS 260.*

**ENG 263 African American and African Caribbean Writers II**

3 credits

*Fulfills elective credit for English major. Cross-listed with AAS 261.*

**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 267 Literature and Other Arts**

3 credits

Studies in the relationship of literature to other arts such as music, painting, film, and photography.

**ENG 270/ART 270 Adelphi in Florence:****Experiencing the Renaissance**

3 credits

*Overseas Study.*

Faculty-led summer program in the heart of the Italian Renaissance, which combines intensive study with firsthand experience of the art, culture, street life, and atmosphere of one of Europe's most beautiful settings.

**ENG 280 The Bible in Western Literature**

3 credits

A study of the Bible as literature and as literary influence. Old and New Testament themes and stories and their appearance in late literature.

**ENG 282 A Survey of Drama and Theatre I**

3 credits

A study of dramatic literature and stagecraft from earliest times to the 16th century. Plays are read in English from the classics of Greece, Rome, and Medieval and Renaissance Europe.

**ENG 301 Modern Drama**

3 credits

*Prerequisites: ENG 107 and ENG 250.*

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

*Prerequisites: ENG 107 and ENG 250.*

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 Modern Novel**

3 credits

*Prerequisites: ENG 107 and ENG 250.*

Studies of such writers as Joyce, Lawrence, Faulkner, Fitzgerald, and Hemingway, with some consideration of major continental novelists who have had worldwide impact until 1950.

**ENG 304 Contemporary Novel**

3 credits

*Prerequisites: ENG 107 and ENG 250.*

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 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 worldwide impact.

**ENG 309/COM 316 Writing for Magazines**

3 credits

The analysis and preparation of articles designed for publication, particularly in magazines.

**ENG 312 Writing Fiction**

3 credits

*Prerequisites: ENG 107 and ENG 109.*

*May be repeated with different instructor.*

Study and practice in the technique of the short story, with emphasis on individual creative effort.

**ENG 313 Writing Poetry**

3 credits

*Prerequisites: ENG 107 and ENG 109.*

The theory and practice of writing poems, with emphasis on individual creative effort.

**ENG 314 Forms in Poetry**

3 credits

*Prerequisites: ENG 107 and ENG 109.*

A workshop course that aims to create a community of dedicated writers and readers who challenge themselves and support each other. Students will produce substantial new drafts of independent work weekly, analyze late 20th century and contemporary poetry in written and oral presentations, and develop close editing skills.

**ENG 315 Creative Non-Fiction Workshop**

3 credits

*Prerequisites: ENG 107 and ENG 109.*

This workshop will study the literary genre of creative non-fiction through reading, critical analysis, and writing. The course explores the development and contemporary expression of creative nonfiction through reading, analysis and practice of its various forms including memoir, autobiography, nature writing, literary journalism, travel writing, and the personal essay.

**ENG 316 Writing Plays** 3 credits*Prerequisites: ENG 107 and ENG 109.*

This course is a beginning workshop in playwriting. Students will write their own plays and critique each other's work. Students may also be assigned plays to read. Screenplays may also be written and read in this course, depending upon the instructor.

**ENG 320 Medieval Literature** 3 credits*Prerequisites: ENG 107 and ENG 250.*

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 Renaissance Literature** 3 credits*Prerequisites: ENG 107 and ENG 250.*

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*Prerequisites: ENG 107 and ENG 250.*

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

**ENG 323 The 18th Century Novel** 3 credits*Prerequisites: ENG 107 and ENG 250.*

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*Prerequisites: ENG 107 and ENG 250.*

A study of the Romantic Movements as seen in the works of such writers as Blake, Wordsworth, Coleridge, Byron, Shelley.

**ENG 325 17th Century Literature** 3 credits*Prerequisites: ENG 107 and ENG 250.*

A study of 17th-century poets and dramatists such as Donne, Herbert, Webster, Jonson, and Milton.

**ENG 326 The Victorians** 3 credits*Prerequisites: ENG 107 and ENG 250.*

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*Prerequisites: ENG 107 and ENG 250.*

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*Prerequisites: ENG 107 and ENG 250.*

A study of the themes, genres, and authors of 20th century literature. 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 330 19th Century Literature** 3 credits*Prerequisites: ENG 107 and ENG 250.*

A study of poetry and prose of 19th century literature.

**ENG 331 Restoration and 18th Century Drama** 3 credits

Studies in British drama, stagecraft, and culture from 1660–1800. Authors may include Wycherley, Behn, Congreve, Dryden, Addison, Gay, Fielding, Centlivre, Cowley, and Sheridan.

**ENG 340 Chaucer** 3 credits*Prerequisites: ENG 107, 250, and 231.*

An intensive study, in Middle English, of the major works. Additional readings in the minor works.

**ENG 341 Shakespeare I** 3 credits*Prerequisites: ENG 107, 250.*

Readings in the histories, romantic comedies, and early tragedies through *Hamlet*. Consideration of the life and theatre of the Elizabethan period.

**ENG 342 Shakespeare II** 3 credits*Prerequisites: ENG 107, 250.*

Readings in the major tragedies, problem plays, and romances. Consideration of the life and theatre of the Jacobean period.

**ENG 343 Milton** 3 credits*Prerequisites: ENG 107, 250.*

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 344 Major Authors in English** 3 credits*Prerequisites: ENG 107 and ENG 250.*

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(s)** 3 credits

An intensive study of one or more major American authors such as Hawthorne, Emerson, Melville, James, Whitman, Twain, and Hemingway.

**ENG 346 Austen** 3 credits*Prerequisites: ENG 107 and ENG 250.*

This course will offer a concentrated study of Jane Austen's completed novels and letters.

**ENG 347 Major Author(s) in Translation** 3 credits

Study of a major author or authors in English translation, including poetry, fiction, non-fiction, or drama. Provides students with opportunity to study the work of an author or authors in depth. Authors are drawn from a variety of languages, nationalities, and historical periods. May be repeated when topic varies.

**ENG 350 Literary Criticism and Theory** 3 credits

*Prerequisites: ENG 107 and ENG 250.*

This course focuses on literary terms for most literary genres, the ongoing debates in literary and cultural theory.

**ENG 352 History of the English Language** 3 credits

*Prerequisites: ENG 107, 250.*

**ENG 360 Early American Literature** 3 credits

Focus on early American writers, including writers during the colonial and early republican periods. Studies include the literature of colonization, revolution, reform, faith, nature, and slavery.

**ENG 361 19th Century American Literature** 3 credits

Focus on early American literature of the 19th century in America, beginning midcentury from the period just before the Civil War and halting on the eve of WWI, and covering the rise of diverse voices in the literary scene, including such writers as Melville, Douglass, Lincoln, Twain, Jewett, Gilman, Chopin, Crane, James, Du Bois, Yeziarska, Cather, and Dreiser.

**ENG 362 American Literature of the Modern Period** 3 credits

Focus on American literature from the 1920s through the late 20th century. Includes studies of such authors as Hemingway, Fitzgerald, Stein, Faulkner, Eliot, Welty, O'Hara, Larson, Wright, Bishop, Ellison, Baldwin, Roth, Malamud, and Bellow.

**ENG 370 African American Drama** 3 credits

*Prerequisites: ENG 107 and ENG 250.*

This course explores African American drama from the early 19th century to the present, taking into account the social, political, and cultural background throughout and touching on the actors, directors, producers, designers, and theatres that helped African American playwrights survive and thrive.

**ENG 412 Advanced Fiction** 3 credits

*Prerequisite: ENG 312.*

*Course may be repeated with a different instructor.*

For students with a serious interest in imaginative writing and a complementary interest in reading. Students produce writing exercise, reading and critique of colleague's work and try different styles and ways of working with the goal of writing several substantial pieces of fiction by the end of the semester. Attendance is required.

**ENG 413 Advanced Poetry** 3 credits

*Prerequisite: ENG 313.*

*Course may be repeated with a different instructor.*

This workshop aims to create a community of dedicated writers and readers who challenge themselves and support each other. Students will produce substantial new drafts of independent work weekly, analyze late 20th century and contemporary poetry in written and oral presentations, and develop close editing skills.

**ENG 416 Advanced Playwriting** 3 credits

*Prerequisite: ENG 316.*

*May be repeated with different instructor; senior majors only.*

This workshop aims to create a community of dedicated playwrights who challenge themselves and support each other. Students will produce substantial new drafts of independent work and read and critique each other's work as well as that of established playwrights.

**ENG 450 Advanced Creative Writing Seminar** 3 credits

*Prerequisites: 300-level creative writing workshop.*

Advanced writing workshops in which experienced writers will write their own works and critique each other's work. Workshops may be offered in poetry, fiction, non-fiction, playwriting, and screenwriting.

**ENG 451 Historical Movement Seminar: British Literature** 3 credits

*Prerequisites: ENG 231, 232, 233, and 250.*

Advanced studies of one or more topics associated with an historical movement in British literature.

**ENG 452 Historical Movement Seminar: American Literature** 3 credits

*Prerequisites: ENG 231, 232, 233, and 250.*

Advanced studies of one or more topics associated with an historical movement in American literature.

**ENG 453 Thematic Topics in Literature** 3 credits

*Prerequisites: ENG 231, 232, 233, and 250.*

Studies in themes in literature.

**ENG 454 Special Topics in Changing Forms** 3 credits

*Prerequisites: ENG 231, 232, 233, and 250.*

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

*Prerequisites: ENG 231, 232, 233, and 250.*

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

**ENG 457 Special Topics in Creative Writing and Reading** 3 credits

*Prerequisite: One of the following courses: ENG 312, 313, 314, 315, 316.*

*Senior majors only.*

This course focuses on special topics not ordinarily offered. Each section will address a different topic and take a different approach to the education of creative writers. One might be an interdisciplinary consideration of a theme or genre; another might be an analysis of specific aspects of craft in creative writing.

**ENG 490 Independent Study** 3 credits**ENG 491 Directed Reading** 3 credits**ENG 492 Internship** 3 credits**ENVIRONMENTAL STUDIES****EAS 225 Human Evolution** 4 credits

Biocultural aspects of human evolution beginning with primate ancestors and continuing through prehistory and the modern day. The fossil remains of various stages of human evolution will be studied. Controversial topics in the interpretation of fossil remains will be discussed. Cross-listed with ENV/ANT 225. Twenty-five hours lab/fieldwork are required.

**EAS 490 Independent Study** 1–2 credits**EAS 498 Supervised Research** 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 process. 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.

**ENV102/EAS 110 Natural Science and Environmental Problems** 4 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 109/EAS 102 Physical Geology** 4 credits

Understanding the physical processes that shape the earth: erosion, running water and valley formation; glaciation; wind action and deserts; seashore and ocean basin development; earthquakes, mountain building, and plate tectonics; rocks and minerals. Laboratory. Field trip(s) required.

**ENV 110/EAS 103 Historical Geology** 4 credits

Origin and history of the earth and its life forms. Emphasis on evidence for multiple episodes of crustal plate convergence and divergence from rock units, structures, plate tectonics, sea floor spreading, paleomagnetism, apparent polar wandering, paleogeography, and paleontology. Laboratory. Field trip(s) required.

**ENV 111 Unified Science for Elementary Teachers** 4 credits

Unified Science is designed specifically to meet the needs of future elementary school teachers who need a basic understanding of concepts from the sciences that they will teach. This is a 4-credit laboratory course that will meet the requirements for a science for Childhood Education.

**ENV 250 Physical Problems or Pollution** 3 credits  
See *ENV/PHY 250* for description.

**ENV 392 Special Topics: Environmental Chemistry I, II** 4 credits each

This is a course in general chemistry that stresses practical applications of basic chemical principals to problems of the environment. The laboratory reinforces these principles through hands-on application. Topics covered include: measurements and their reliability; acids and bases; reactions in the atmosphere; corrosion; batteries; principles of radioactivity. Cross-listed with CHE 104 and 106.

**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 adviser, and a substantial written project embodying the results of the internship.

**ENV 485 Special Topics in Environmental Studies** 2 credits

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

**ENV 490 Special Topics in Environmental Studies** 3 credits

Lectures on selected topics in environmental studies.

**ENV 490 Special Topics: Coral Reefs and Tropical Shores: Environmental Studies at San Salvador, the Bahamas** 3 credits

This is a field-based course focusing on both the coral reef and the shoreline environments of San Salvador, the Bahamas, and associated environmental issues. Course work in tropical environments, reef ecology, reef geology, and tropical coastal processes will be conducted daily on land and underwater (snorkeling) and include data collection and analysis. Students will also learn about Bahamian culture and the environmental challenges of island life, particularly in light of increased tourism. Students will also have the opportunity to investigate archeological sites (pre-Columbian; the site where Columbus supposedly landed). Evening lectures and laboratory experiences will supplement fieldwork. Permission of instructor and a swim competency test are required. This course has a travel fee in addition to tuition, and requires that students have passports and snorkeling gear.

**ENV 491 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 adviser. A substantial written project embodying the results of the semester's work is required.

**ENV/ANT 343 Primate Ecology and Sustainable Development** 4 credits

This course, focusing primarily on primate ecology and adaptations, aims to address the fundamentals of sustainability in which environmental conditions, cultural horizons, and politico-economic concerns are inseparably integrated.

**ENV/EAS 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/EAS 108 Physical Geography** 4 credits

Understanding the physical processes that shape the Earth: erosion, running water, and valley formation; glaciations and deserts; seashore and ocean basin development; earthquakes, mountain building, and continental drift; rocks and minerals. Laboratory and field trip(s) required.

**ENV/EAS 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/EAS 224 Marine Science** 4 credits

This course examines physical characteristics of the world's oceans and local marine environments including environmental aspects of New York coastal waters and sediments. Field experience in collecting and analyzing ocean and marine geologic data.

**ENV/EAS 260 Environmental Geography** 3 credits

Topics include the survey of natural resources, both renewable and nonrenewable, 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/EAS 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/EAS 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/EAS 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 392/EAS 385 Special Topics: The Biological Basis** 4 credits

This laboratory course provides Environmental Studies majors with an understanding of cell, tissue and whole organism function. This gateway course to advanced biology/environmental studies provides the principles of biology and presents uses of the biological sciences to investigate and reduce the effects of pollutants on a molecular and cellular level.

**ENV/PHY 250 Physical Problems of Pollution** 3 credits

This course views environmental impacts from populations and technology. It uses the principles of the physical sciences to teach students how these problems arise and, by inference, what critical solutions are available. The instructor also discusses the interface between science, technology, and politics.

**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/ENV 225 Human Evolution** 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/ENV 441 Forensic Anthropology** 4 credits

*Prerequisites: ANT 112 or ENV 225 or BIO 362 or permission of instructor*

Demonstrates the process of recovering and assessing biocultural 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.

**BIO 103 The Living World** 4 credits**BIO 104 Darwin to DNA** 4 credits**BIO 111 Concepts in Biological Science** 4 credits**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.

**BIO/ANT 362 Jaws, Teeth and Forensic Dentistry** 4 credits

Analytical descriptions of the anatomy, development, variation, anomalies, wear, trauma, and pathogenesis of dental structures and surfaces, as well as of the dental masticatory apparatus as part of the cranium form the basis of this course. Human dental morphology and function are examined in the context of our primate and hominid evolutionary phylogeny. Forensic aspects of the human dentition are examined based on diachronic variants of socioeconomic and sociocultural organizations of human populations. A required laboratory component of 25 hours in working with dental collections from prehistoric and recent human populations provides additional training in dental anatomy and variation. Forensics and paleopathology.

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

**CHE 470 Principles of Toxicology\*** 3 credits

**ECA 111 The Price System\*** 3 credits

**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.

**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

This course examines the political, economic, and regulatory aspects of environmental issues. Decision-making 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** 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 Public Administration** 3 credits

Administration facilitates organized human activity. Basic issues which affect the administration of public activities—management agencies and programs, regulatory practices, intergovernmental relations and federalism, budgetary processes, and bureaucratic behavior—will be emphasized. The overall theme of the course addresses the question of how public administration can contribute to responsible government.

---

## HISTORY

**HIS 101 Western Civilization I** 3 credits

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

**HIS 102 Western Civilization II** 3 credits

The Whys and Wherefores of History: its nature and functions; why historians are critics as well as recounters of the past. Religion, culture, politics, and society will be surveyed, and selected “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.

\* See course descriptions under departmental listings.

**HIS 204 Black History in America to 1865***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 205 Black History in America from 1865 to Present***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 210 Modern China***3 credits*

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

**HIS 215 Tudor-Stuart England***3 credits*

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

**HIS 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 230 American Diplomatic History I***3 credits*

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

**HIS 231 American Diplomatic History II***3 credits*

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

**HIS 232 History in Film***3 credits*

Studies the relationship between history and its representation on film. By viewing and closely analyzing cinematic accounts of the past, we will touch on the links between history, film, and myth. Film will be analyzed as a primary source for understanding cultural history.

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

This course will survey the early period of American history from the Elizabethan period to the aftermath of the Seven Years' War. Geographically, it will focus on North America, with occasional forays into the Caribbean. It will center on two main themes: migrations—of enslaved Africans and a range of European groups (especially the French, Dutch, and English)—and exchanges of commodities and ideas between Europeans and Native Americans.

**HIS 234 Establishing the U.S.***3 credits*

This course will focus on two of the most pivotal events in early American history: the American Revolution and the Constitution. Over the course of the semester, we will decide just how revolutionary the Revolution was—what changed as a result of it and, equally important, what did not. We will discuss several of the period's key figures (especially Hamilton, Madison, and Jefferson) and issues (especially slavery, native Americans, the extension of a market economy, and the extent of federal power). Over the course of the semester, students will prepare a short research paper based on the course readings, other readings chosen by the student, and original research in primary sources.

**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 250 Geography in History***3 credits*

This course combines the study of world population, natural resources, culture, and economics with a series of in-depth examinations of the effects of geography in history. Some examples of the latter would be land power versus sea power and the role of geography in the U.S. Civil War.

**HIS 261 African History I***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.

**HIS 262 African History II** 3 credits

Introduces students to the study of African cultures and societies since 1800. The focus is on changes in indigenous African cultures and states, colonialism (including apartheid) and its aftermath, and issues facing independent Africa. Due to the size of the continent and diversity of cultures in Africa, we will not be able to discuss all its regions in equal depth. Instead, we hope to expose students to broad themes and case studies.

**HIS 281 Women in the United States I** 3 credits

The colonial and early national experience, 1600–1830: A survey of women’s collective history in the United States, with emphasis on women’s legal and political status, women’s work, religion, familial and sexual relationships.

**HIS 282 Women in the United States II** 3 credits

An examination of the experiences of women in the United States, 1900 to the present, with emphasis on work, family, political activities, education, sexuality, and health. The Political Science Department accepts this course as an elective for political science majors and minors.

**HIS 290 Special Topics: Islamic History** 3 credits

The course presents a general survey of Islamic history from the earliest period to the present, highlighting the role of geography in state formation, the evolution of Islam in changing historical contexts, the rise and fall of dynasties, and religious resurgence and encounters between civilizations. By situating Islamic history within a larger global framework we hope to examine factors that have shaped the experiences of Muslims worldwide.

**HIS 290 Special Topics: Warfare in the Western World** 3 credits

A survey of the Western way of war from the Middle Ages to the Nuclear Age. Special attention will be given to war in its political, social, and moral context.

**HIS 290 Special Topics: Native American History, Motecuhzoma to Mohegan Sun** 3 credits

Explore native American history from precontact period to present. Specific periods and themes will include contact, conflict, and missionary exchanges between English, French, Spanish, and native peoples; the native experience of imperial wars; assimilation and tradition as conflicting goals in native/American relations; and native land claims in the contemporary U.S.

**HIS 290 Special Topics: Genocide in the Modern Age** 3 credits

This course will study 20th century ethnic/religious genocide. Topics include the Armenian massacre of 1915–1918, the Jewish Holocaust (Final Solution), Communist political killings, as well as some contemporary examples of ethnic-cleansing and/or genocide, i.e., Bosnia, Rwanda, the Caucasus, and (most recently) the Sudan.

**HIS 290 Special Topics: Atlantic World** 3 credits

In this course we seek to analyze and explain, through transatlantic contacts, interchange, and development, how the locus of economic and cultural power shifted from the Old World to the New. Aside from the consequential transnational developments, we will also examine the evolution of new American societies and the impact of America and Africa on Europe.

**HIS 290 Special Topics: The Sixties** 3 credits

An examination of the post-World War II “baby-boom” culture, followed by in-depth study of the civil rights movement, rock and roll and American culture, Vietnam, the revival of feminism, and youth culture and counter-culture. The phenomenon of the 1960s in America will be related to its immediate antecedents and to larger issues and trends in American history.

**HIS 301 United States Diplomatic History Until 1914** 3 credits

Study political environments, events, personalities, economic trends, and ideological and cultural forces that shaped United States policies from the War of Independence to the 20th century. Examine diplomacy from narrative and cross-cultural perspectives; understand the American worldview by reading a novel, a play and viewing works of art.

**HIS 329 History of American Ideas I** 3 credits

*Prerequisite: Permission of instructor.*

The course explores the origins of, and tensions within, major currents of American thought through 1865. Rather than cover every “idea” that helped shape the country’s early moral, economic, social and political values, we will focus on in-depth explorations of a limited number of important issues, events, personalities and intellectual postures. We will read books and articles by historians whose work was especially creative, controversial and influential, such as Gordon Wood on the American Revolution, Stanley Elkins on slavery, Henry Nash Smith on images of the frontier, the west and violence, Perry Miller on Puritanism and American destiny, among others. In addition, there will be readings from crucial thinkers such as Emerson, Franklin, Thoreau, Jefferson, Lincoln, and Melville on the evolution of economic individualism, personal freedom, nationalism, and conflicts and contradictions concerning American “character.”

**HIS 330 History of American Ideas II** 3 credits

*Prerequisite: Permission of instructor.*

This course investigates the ways in which certain ideas (from the theory of evolution in the 19th century to neoconservative political thought in the 21st century), when placed within specific historical contexts, helped fashion the values, ambiguities, tensions, continuities and incongruities of the American society.

**HIS 418 Seminar United States History** 3 credits

*Prerequisite: Permission of instructor required.*

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

**HIS 443 Seminar in European History** 3 credits*Prerequisite: Permission of instructor required.*

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

**HIS 533 Special Studies in American History I** 3 credits

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

**HIS 534 Special Studies in American History II** 3 credits

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

**LANGUAGES AND INTERNATIONAL STUDIES****ISP 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.

**ISP 201 Interdisciplinary Mid-Level Research Seminar** 3 credits*Prerequisites: ISP 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.

**ISP 493 Internship in International Studies Work Experience** 2–5 credits*Corequisite: ISP 494.*

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

The internship fulfills the capstone requirement in International Studies. It includes an analytical paper written in English that is based on the student's work experience. A professional organization and the internship location will be chosen by the faculty or student.

**ISP 494 Internship Journal in the Foreign Language Studied** 1 credit*Corequisite: ISP 493.*

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

Written in the foreign language studied (Spanish, French, or German), the journal will allow the students to discuss and do a synthesis of their experience during the internship.

**ISP 495 Guided Research Thesis** 2 credits*Corequisite: ISP 497.*

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

This capstone course requires the composition of a substantial research project that is intended to explore in-depth a subject related to the student's area of concentration. Students must also register for Guided Research Summary in the Foreign Language Studied (ISP 497).

**ISP 497 Guided Research Summary in the Foreign Language Studied** 1 credit*Corequisite: ISP 495.*

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

This course requires a 10–15 page summary of the guided research project to be written in the language studies

(Spanish, French, or German). Students must also register for the Guided Research Thesis (ISP 495).

### Chinese

**CHI 111, 112 Elementary Chinese** 3 credits each  
*Prerequisite for CHI 111: No prerequisites (not open to students with previous knowledge of the language except with permission of the director).*

*Prerequisite for CHI 112: CHI 111 or equivalent. Students who failed to get a C- or higher in level I are not able to continue to level II.*

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

**CHI 390 Special Topic: Chinese Level III** 3 credits  
*Prerequisite: CHI 112.*

*Students who failed to get a C- in Level II cannot continue to the next level, Level III.*

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.

### English as a Second Language

**ESL 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.

**ESL 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. Students who failed to get a C- or higher in level I are not able to continue to level II.*

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 232 Introduction to French Literature** 3 credits

*Prerequisite: FRE 122 or equivalent.*

An exploration of several aspects of literary composition, related to both form and content, especially as they apply to the specific works selected from various literary genres.

**FRE 241 French Phonetics and Diction** 3 credits

*No prerequisites.*

A practical course designed to explore the rules that govern French pronunciation and intonation. Individual attention is given to intonation and rhythm. Work in 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 251 Advanced French Conversation** 3 credits

*Prerequisite: FRE 122 or equivalent.*

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

**FRE 252 Grammar and Composition** 3 credits

*Prerequisite: FRE 122 or equivalent.*

A systematic review of French grammar to give students an opportunity to develop their style in written French. Work in language laboratory is required.

**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 acquisi-

tion 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 481 Seminar in French Literature of the 19th Century** 3 credits  
*Prerequisite: FRE 302 or equivalent.*  
*May be repeated for credit but on a different topic.*  
 A movement, a genre, or an author may be studied, depending on the interest of the instructor and of the students.

**FRE 482 Seminar in French Literature of the 20th Century** 3 credits  
*Prerequisite: FRE 303 or equivalent.*  
*May be repeated for credit but on a different topic.*  
 A movement, a genre, or an author may be studied, depending on the interest of the instructor and of the students.

**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. Students who failed to get a C- or higher in level I are not able to continue to level II.*

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

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

## 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. Students who failed to get a C- or higher in level I are not able to continue to level II.*

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.

**ITA 231 Italian Cross-Cultural Concepts** 3 credits  
*Prerequisite: ITA 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.

**ITA 232 Introduction to Italian Literature** 3 credits  
*Prerequisite: ITA 122 or equivalent.*

This course offers an exploration of several aspects of literary composition; aspects related to both form and content, especially as they apply to the specific work selected from various literary genres.

**ITA 251 Advanced Italian Conversation** 3 credits  
*Prerequisite: ITA 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 lab is required.

**ITA 252 Italian Grammar and Composition** 3 credits  
*Prerequisite: ITA 122 or equivalent*

A systematic review of Italian grammar to give students an opportunity to develop their style in written Italian. Work in the language laboratory is required.

**Japanese****JPN 111, 112 Level I Japanese, Level II Japanese** 3 credits each

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

*Prerequisite for JPN 112: JPN 111 or equivalent. Students who failed to get a C- or higher in level I are not able to continue to level II.*

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

**JPN 490 Independent Study** 1-5 credits  
Permission of the director 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.

**Portuguese****POR 111, 112 Elementary Portuguese I, II** 3 credits each

*Prerequisite for POR 111: No Prerequisite. Not open to students with previous knowledge of the language except with permission of the director.*

*Prerequisite for POR 112: POR 111 or equivalent. Students who failed to receive a C- or higher in level I are not able to continue to level II.*

An introduction to Portuguese and Brazilian language and culture. Use of grammar and conversational texts, with emphasis on the latter. Field trips, audio-visual aids, and language laboratory used.

**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. Students who failed to receive a C- or higher in level I are not able to continue to level II.*

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 232 Introduction to Hispanic Literature** 3 credits  
*Prerequisite: SPA 122 or equivalent.*

This course offers an exploration of several aspects of literary composition. Related to both form and content, especially as they apply to the specific works selected from various literary genres.

**SPA 240 Spanish for Native Speakers** 3 credits

This course will reinforce the grammatical and cultural foundation in Spanish of which the student may have been deprived during his early training, or was encouraged to abandon by a new cultural environment.

**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 Hispanic 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 252 Spanish Grammar and Composition** 3 credits

*Prerequisite: SPA 122 or equivalent.*

A systematic review of Spanish grammar to give students an opportunity to develop their style in written Spanish. 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 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.

**SPA 325 Development of Hispanic American Identity Literature** 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 331 Survey of the Literature of Spain** 3 credits

*Prerequisite: SPA 232 or equivalent.*

A study of the significant aesthetic movements and major works of peninsular Hispanic literature, with an emphasis on the development of literary traditions and their relevance to Spanish history.

**SPA 332 Survey of the Literature of Hispanic America** 3 credits

*Prerequisite: SPA 232 or equivalent.*

A study of the significant movements and major works of Hispanic American literature in historical perspective, emphasizing the evolution of literary traditions and their relevance to Hispanic American history.

**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 412 Seminar in Spanish Literature** 3 credits

*Prerequisite: SPA 331 or equivalent.*

This seminar focuses on the analysis and discussion of thematic developments, or of a Spanish author. Topics will be chosen according to the interest of the instructor and of the students.

**SPA 422 Seminar in Hispanic American Literature** 3 credits

*Prerequisite: SPA 332 or equivalent.*

This seminar focuses on the analysis and discussion of thematic developments, or of a Hispanic American author. Topics will be chosen according to the interest of the instructor and of the students.

**SPA 490 Independent Study** 3 credits

*Permission of the chairperson required.*

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

**SPA 551 Survey in Spanish and Spanish American** 3 credits

*Prerequisite: Knowledge of Spanish required.*

A study of selected Spanish and Spanish American poetry, fiction and theatre. Reading, interpretation, discussion of literary aspects and background of the works of selected authors, research on approved literary works, and preparation of lesson plans based on the works.

## MATHEMATICS AND COMPUTER SCIENCE

### Mathematics

#### MTH 101 Mathematical Modeling in the Sciences 3 credits

*No prerequisites.*

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

#### MTH 102 Mathematical Modeling in Human Affairs 3 credits

*No prerequisites.*

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

#### MTH 110 Pre-Calculus for Non-Majors 3 credits

*Prerequisite: High school mathematics through intermediate algebra. Not recommended for majors in mathematics or computer science.*

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

#### MTH 113 Survey of Statistics 3 credits

*Prerequisite: High school mathematics through intermediate algebra. Not recommended for majors 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 recommended for majors in mathematics or computer science.*

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 130 Calculus IA 3 credits

This course is designed primarily for students who wish to study calculus but have not taken a pre-calculus course or those who would benefit from review. Topics covered include functions in general, polynomials, rational functions, tangent lines, limits, the derivative, and applications to physical problems.

#### MTH 131 Calculus IB 4 credits

*Note: Students may not receive credit for both MTH 131 and MTH 141.*

This course in the differential calculus of transcendental functions is designed for students skilled in the calculus of rational functions. Topics covered include exponential, logarithmic, trigonometric, and inverse trigonometric functions and their derivatives, as well as applications to physical problems.

#### MTH 140 Pre-Calculus for Math and Science Majors 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 and indefinite integrals. Applications to physical and geometrical problems.

#### MTH 243 Calculus III 4 credits

*Prerequisite: MTH 142.*

*Corequisite: MTH 253.*

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

#### MTH 244 Introduction to Ordinary Differential Equations 3 credits

*Prerequisite: MTH 142.*

*Corequisite: MTH 253.*

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 253 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 290–295 Mathematics Honors Seminar** 1 credit

*Prerequisites: MTH 141 and 253 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 301 Introduction to Proof and Abstract Reasoning**

3 credits

*Prerequisites: MTH 142, CSC 156.*

Logic: truth tables, connectives, and quantifiers. Proof: formal and informal reasoning, strategies, proof by contradiction, existence, counterexamples. Set Theory: sets, operations on sets. Cartesian product, relations, functions, equivalence relations. Mathematical induction. Groups: modular arithmetic, permutation groups, isomorphism. Number systems: construction of the integers and rationals, ordered fields, the completeness axiom.

**MTH 321 Geometry I**

3 credits

*Prerequisite: MTH 142 and MTH 301, 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

*Prerequisites: MTH 142 or permission of instructor.*

This course pursues geometry from a computational point of view, using coordinates (including homogeneous coordinates), vectors, matrices, scalar products, and norms to study important structures such as lines, planes, and spheres, and important transformations such as isometries and projective transformations. Applications will be strongly emphasized, especially in computer graphics, computer vision, and robotics.

**MTH 326 History of Mathematics**

3 credits

*Prerequisites: MTH 243 and 253, 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: Permission of instructor.*

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

**MTH 355 Symbolic Logic**

3 credits

*Prerequisites: MTH 142 and MTH 301.*

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 253.*

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 Advanced Mathematical Modeling**

3 credits

*Prerequisites: MTH 142.*

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 366 Introduction to Queueing Theory** 3 credits

*Prerequisite: MTH 361 and CSC 171 or CSC 160.*

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 or CSC 160.*

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 in Mathematics**

3 credits

*Prerequisite: Permission of department.*

**MTH 431 Analysis**

3 credits

*Prerequisite: MTH 243 and MTH 301.*

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 457 Abstract Algebra** 3 credits*Prerequisites: MTH 253 and MTH 301.*

The study of algebraic constructs, including groups, rings, and fields. Permutation groups, subgroups, normal subgroups, homomorphisms, quotient groups, fundamental isomorphism theorems. Cayley's Theorem, Sylow theorems. Commutative rings, integral domains, ideals, prime and maximal ideals, quotient rings, ring homomorphisms. Polynomial rings. Introduction to Galois theory.

**MTH 490 Directed Reading** 1–6 credits*Prerequisite: Permission of department.***MTH 493, 494 Special Topics in Mathematics** 1–3 credits*Permission of department.*

Selected topics in advanced mathematics. Most recent topic has been Graph Theory.

**Computer Science****CSC 156 Discrete Structures** 3 credits*No prerequisites.*

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

**CSC 160 Computer Programming for Non-Majors** 3 credits*No prerequisites.*

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

**CSC 170 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, email, listserv, search engines, HTML programming, and Web page generation.

**CSC 171 Introduction to Computer Programming** 4 credits*Open to CS and other CMIS majors; others by permission.*

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** 4 credits*Prerequisite: CSC 171.*

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

**CSC 173 Visual Programming** 3 credits*Prerequisite: CSC 171.*

An introduction to programming in Visual Basic. Graphical user interfaces. Methods of structured programming including control and decision structures, procedures and functions. File processing. Object-oriented and event-driven programming concepts. Use of Visual Basic to access database and create graphics. Application design.

**CSC 174 Computer Organization and Assembly Language** 3 credits*Prerequisite: CSC 171.*

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 233 Graphical User Interface Programming** 3 credits*Prerequisites: CSC 172, CSC 156.*

Design and implementation of programs with interactive, graphical user interfaces. Event-driven programming, damage-and-redraw techniques, callback/listener and model/view/controller patterns. GUI component libraries (e.g., Swing). Analysis of user requirements and use patterns; finite-state modeling of user interactions; prototyping and evolutionary software development; control and display modalities.

**CSC 243 Introduction to Database Management Systems** 3 credits*Prerequisite: CSC 172 or CSC 173.*

This course covers the relational database model, database design, objectives of database processing, SQL, integrity and security, query processing, transactions, database system architecture, and practical use of database management systems and database applications.

**CSC 270 Survey of Programming Languages** 3 credits*Prerequisite: CSC 172.*

Introduction to the major paradigms of programming—procedural, object-oriented, functional, and logical—and languages for each, e.g. C++ or Java (object-oriented), Scheme (functional), and Prolog (logical). The emphasis is on learning how to learn a language, and choose one appropriate to any programming task.

**CSC 271 Software I: Utilities and Internals** 3 credits*Prerequisite: CSC 172.**Corequisite: CSC 270.*

An introduction to the Unix operating system and its standard utilities, e.g., editors, filters, shells, compilers, scripting languages, version control and other programming tools. Introduction to the C programming language and how to use it in a Unix environment: command-line arguments, environment variables, files, pipes, subprocesses, and interprocess 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 and 270 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 and Image Processing** 3 credits*Prerequisites: MTH 142, MTH 253, and CSC 270.*

Techniques for display of two-dimensional and (especially) three-dimensional images on a computer screen, using a modern graphics library such as OpenGL and/or Java3D. Color, perspective and orthographic projections, rigid-motion transformations, lighting models, shading, diffuse and specular reflection, surface mapping, curve smoothing, ray tracing, etc. Generally offered in fall semester of odd-numbered years.

**CSC 343 Data Structures** 3 credits*Prerequisites: CSC 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 344 Algorithms and Complexity** 3 credits*Prerequisites: MTH 141, CSC 156, 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 CSC 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. Compiler design.

**CSC 390 Special Topics in Computer Science** 3 credits*Prerequisite: Permission of departmental adviser required.*

Recent topics have included Computer Security, Advanced Web Programming, and Computer Vision.

**CSC 440 Software Engineering** 3 credits*Prerequisites: CSC 172 or CSC 173.*

The techniques and principles of systematic software development. The software development life cycle. Software specification. Top-down design and structured programming; object-oriented design and data abstraction. Graphical user interfaces. Path testing, exhaustive test models, and construction of test data. Introduction to software tools and management techniques.

**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 450 Computer Networks** 3 credits*Prerequisite: CSC 172.*

The basic concepts of data communication. Network topologies. Carriers, media, data codes, synchronous and asynchronous transmission. Modems, multiplexors, and other network hardware. Error detection and correction. The OSI model. TCP/IP.

**CSC 453 Operating Systems** 3 credits*Prerequisites: CSC 343, CSC 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 480 Senior Seminar** 3 credits*Prerequisite: Senior standing.**Open only to computer science and computer management information systems majors.*

This capstone course requires students to apply their classroom work to one or more substantial real-world problems, typically through teams of students researching, proposing, designing, implementing, and reporting on solutions to specific information systems problems. Requires completion of major computer science project (involving approximately 15 hours per week of work). Students may find their own project within or outside school, or a project will be assigned to them.

**CSC 490 Independent Study** 1–3 credits*Permission of department required.***CSC 491 Directed Reading** 1–3 credits*Permission of department required.***CSC 493 Internship in Computer Sciences** 1–3 credits*At least 18 credits of computer science courses, typically 1 credit for 50 hours of internship.**The course may be repeated for credit, up to 3 credits in total.*

A supervised professional internship. Student, job supervisor, and instructor will agree on content in advance, and communicate regularly to ensure the educational value of the internship experience.

---

**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 I** 3 credits*Permission of Chair required.*

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 214 Basic Keyboard Skills** 2 credits

Intensive practice at the keyboard for beginners or musicians with limited keyboard skills. Study of music fundamentals and reading.

**MUA 236 Music Technology II** 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 294 Chamber Music Workshop** 3 credits

Chamber Music Workshop fine-tunes intimate ensemble performance skills in a survey of repertoire from all styles and periods for two to ten players in various combinations. Coachings are geared to music majors; repertoire is the choice of the instructor and students. Each semester, professional recital opportunities offer career experience and community introduction for the participating artist.

**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 389 Grand Opera Master Class** 1–3 credits

A performance-oriented course designed to equip voice majors, pianists intending to be *répétiteurs*, and theatrical production students with the skills and understanding necessary to mount authentic performances of a broad range of operatic and music theatre repertoire.

**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

*Permission of Chair required.*

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 120 Development of Western Music** 3 credits

Students gain knowledge and appreciation of the contribution of music to aesthetic theory and cultural developments, past and present, through the analysis and explication of major works heard in class and at performances. Independent listening and attendance at concerts is required.

**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.

**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 222 Major Composers of the 19th and 20th Centuries** 3 credits

An intensive chronological study of musical developments in Western Civilization from the Romantic era up to the present. Interrelationship of music, art, philosophy, and other cultural factors. Representative composers, forms, styles, instruments, and compositions.

**MUH 238 Jazz—'20s, '30s, and '40s** 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.

**MUH 239 Jazz—'50s, '60s, and '70s** 3 credits

*Open to all students.*

A comprehensive survey of the origins, styles, and musicians who were important to the development of this unique American art form. Independent listening and concert attendance is required.

**MUH 390 Special Topics: Rock Music, a Social History** 3 credits

This courses studies the rise of the rock music phenomenon, its pervasive infiltration of many aspects of late 20th century society and its ongoing effects on the creation of “serious” music.

**MUH 390 Special Topic: Diction for Singers (French)***3 credits*

Written study of diction for singers in French. Course utilizes the unique symbols of the International Phonetic Alphabet (IPA) to train singers to read foreign languages in which they are not fluent. An overview of the usages of IPA to sing in the Slavic languages will be presented.

**Ensemble Performance****MUO 144–145/244–245/344–345/444–445 Jazz Lab Ensemble***1–3 credits each*

Designed to equip students with detailed understanding of the harmonic and rhythmic foundations of successful jazz improvisation and, through weekly rehearsals, present a concert performance each semester.

**MUO 148–149/248–249/348–349/****448–449 String Ensemble***0.5–1 credit each*

Students participate in weekly rehearsals of string orchestral repertoire, leading to a public performance each semester.

**MUO 240–241 Orchestra Performance***.5 credit each*

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 242–243 Choral Ensemble***.5 credit each*

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 each*

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 each*

Weekly private lessons designed to develop and expand technique and repertoire.

**MUP 104–105, 204–205, 304–305,****404–405 Woodwinds***.5 credit each*

Weekly private lessons designed to develop and expand technique and repertoire.

**MUP 106–107, 206–207, 306–307,****406–407 Brass***.5 credit each*

Weekly private lessons designed to develop and expand technique and repertoire.

**MUP 108–109, 208–209, 308–309,****408–409 Percussion***.5 credit each*

Weekly private lessons designed to develop and expand technique and repertoire.

**MUP 130–131, 230–231, 330–331, 430–431 Voice***.5 credit each*

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 each*

Weekly private lessons in either popular or classical guitar designed to expand and develop technique and repertoire.

---

## 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, theatre games, and ensemble-building techniques.

#### **PFA 108 Beginning Acting** 3 credits

*For non-majors. Twice a week.*

A study of theatre 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

A course designed to help non-majors incorporate acting techniques as a way of building teamwork and self-confidence. Theatre games, scene work, and improvisation are included in class work.

#### **PFA 111 Introduction to the Professional Theatre** 2 credits

*Open to non-majors. Twice a week.*

Focus of this course will be obtaining work in the professional theatre. 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 (Acting III)** 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 Theatre History I** 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, Euripedes, 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 (Voice III: 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 248, 249 Theatre Movement** 2 credits per semester *May be repeated.*

A special dance-related course designed to meet the specific needs of theatre students.

#### **PFA 250 Scene Study** 2 credits

*Open to majors only. Twice a week.*

Continuation of PFA 200 (Acting III) with emphasis on choice of scenes for the actor's growth. Emphasis is on process, not on finished scenes.

#### **PFA 260 Theatre History II** 3 credits

*Open to non-majors.*

The second half of Theatre History I, this course examines the 18th and 19th-century European antecedents to 20th 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 19th and 20th 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 theatre 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 PFA 230 (Voice III).

**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 299 Actor's Lab** .5 credit

Required by acting majors during sophomore and junior years. This course allows assessment of professional skills and work habits while in production, from punctuality and reliability to crew or designer relations, as outlined in the Departmental Handbook and professional practice.

**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 350 Psychological Acting** 3 credits

An emotionally supported, truthfully worked-out performance is called for in camera work or heightened-language theatre (*avant-garde* or classical verse). This course is designed to investigate the application of the "inner life" concept to our technical performance and to eliminate, as far as possible, remaining "falseness" (or unsupported theatricality) in our work, prior to our immersion in the professional world or in graduate school.

**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 390 Special Topics: Cabaret Form** 3 credits

To introduce students to the concept of cabaret theatre in a viable, working way. To understand the historical context for the art form from Chat Noir in France, to Dadaism, burlesque, vaudeville, and modern equivalents.

**PFA 390 Special Topics: Performing Standup Comedy** 3 credits

*Class size limited to 10.*  
This course is designed for students who are interested in learning the art of standup comedy. The course will consist of students writing and creating material to be performed at the end of the semester in a New York City comedy club. They will be taught timing, movement, creation of a comedy voice, and other essentials.

**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 421 Introduction to Performing Arts Administration and Management** 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 rela-

tions, 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 460 Theatrical Outreach** 3 credits  
*Adelphi Youth Empowerment Project (AYEP).*

This course introduces a select group of performing arts seniors to the 52nd Street model of "playmaking" with elementary school students from the local area. Each senior will be mentor to a child. Over an eight-week period (or nine sessions including the final presentation) the mentors will use the model to assist the child in writing an original two-character play that the child and the mentor will perform as a culmination of the outreach project.

**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 Independent Study** 3–12 credits  
*Permission of program director required.*  
Independent study in theatre.

**PFA 493 Professional Internship** 1–3 credits  
Practical experience in an off-campus venue. Must be pre-approved by program director.

### **Technical Theatre/Design**

**PTD 101, 151; 201, 251; 301, 351 Research, Rehearsal, and Production** 2 credits per semester  
*Open to technical theatre/design majors only.*

A practicum course in technical theatre. 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 Theatre Technology** 2 credits

This is an introductory-level course geared to first- and second-year theatre and dance majors. This course encompasses all realms of theatre 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, 273 Stage Management I, II** 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/direct-

ing 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 Theatre** 2 credits  
*Open to majors only, or with permission of instructor.*

An intensive study of theatrical technology, this course encompasses all realms of theatre 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 each  
*Open to majors only.*

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

**PTD 319 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 theatres. 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 401 Research, Rehearsal, and Production** 2 credits  
*Open to technical theatre/design majors only.*

A practicum in technical theatre: students are assigned to productions and assume responsibility for their contribution; supervision/consultation is conducted according to the assigned function and the student's level. The student will adhere to production schedules and the structure of the production, with issues, along with production, explored.

**PTD 451 Research, Rehearsal, and Production** 2 credits  
*Open to technical theatre/design majors only.*

A practicum in technical theatre: students are assigned to productions and assume responsibility for their contribution; supervision/consultation is conducted according to the assigned function and the student's level. The student will adhere to production schedules and the structure of the production, with issues, along with production, explored.

**PTD 490 Independent Study** 3–12 credits  
*Permission of Chair required.*

Professional internships in advanced technical theatre or design.

**PTD 493 Professional Internship** 1–3 credits  
Practical experience in an off-campus venue. Must be pre-approved by program director.

---

## 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 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 the principles of formal reasoning, the construction of logic languages, 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** 3 credits

*Prerequisite: PHI 110 or permission of instructor.*

A study of fundamental ideas of Greek philosophy, in the context of ancient history and culture.

### **PHI 312 The History of Philosophy II: Early Modern Philosophy** 3 credits

European philosophy had a dramatic rebirth in the 17th century, as thinkers attempted to make sense of the new experiences that came with the development of commercial society, the exploration of the non-European world, and the rapid development of scientific knowledge. What could be known? How could science and religion coexist? Such questions found formulations at the time that still echo in the way we think today.

### **PHI 313 The History of Philosophy III: Philosophy of the Enlightenment** 3 credits

The eighteenth century saw the foundation in Europe (and North America) of characteristic features of modern society, and with them of modern conceptions of art, science, politics, and economics. Philosophy played a major role in the restructuring of thought; this course examines the contributions of such thinkers as David Hume, Immanuel Kant, Dennis Diderot, and Adam Smith.

### **PHI 314 The History of Philosophy IV** 3 credits

This course examines central issues in the philosophy of 19th century Europe and America.

### **PHI 315 The History of Philosophy V** 3 credits

This course examines central themes and movements in 20th century philosophy.

### **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 354 Philosophy of History** 3 credits

A study of purpose, pattern, and meaning in history as discussed by great philosophers and by working historians.

### **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 390 Peace, War, and Terrorism** *3 credits*  
During this course we will investigate how religious and philosophical traditions have understood both the causes of war and peace as well as the possible justifications for war. Armed with these conceptual tools, the course concludes by examining contemporary forms of terrorism by asking the following questions: Are acts of terrorism conceptually distinct from acts of war? Can terrorism ever be justified? What is a just response to terrorist attacks?

**PHI 406 Recent Political and Cultural Philosophy** *3 credits*  
This course is devoted to a changing set of topics. Recent topics have included: Women and gender, race, and revolutionary politics.

**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 adviser, 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.

---

## 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 107 Observational Astronomy** *3 credits*  
This is an Internet-based course designed to provide non-science majors with an introduction to the field of astronomy. An interactive, web-based presentation is used in place of a lecture. Students will be able to submit assignments online and have the opportunity to participate in online, text-based, discussion forums. Students will be required to be present for four in-class sessions: the first being an orientation, and the remaining three for midterm and final exams. Adelphi's online astronomy course combines traditional course material with the most recent discoveries to work at accomplishing the following goals: to help students identify and track objects in the night-time sky, and understand the laws that govern their motion; to provide an understanding of the properties of astronomical objects with a special focus on the solar system; and to review recent developments in astronomy and how they affect our understanding of our place in the universe.

**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 119 How Things Work** 3 credits

This course explores the physics of everyday life. It introduces physics concepts using technologies and situations that surround us as the launching point for this exploration. Skating, sports, bicycles, rockets, air conditioners, microwave ovens, etc., lead to discussion of kinematics, dynamics, momentum, energy, thermodynamics, electrodynamics, and more.

**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 113, 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 113, 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 113 and 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 113, 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 or PHY 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/ENV 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 electrodynamics 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 244.*

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 244.*

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 401 Physics Colloquium** 1 credit

**PHY 421 Undergraduate Physics Thesis I** 3 credits  
*Prerequisites: 16 credits of sophomore physics courses through PHY 216 completed with a 3.0 GPA.*

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: 16 credits of sophomore physics courses through PHY 216 completed with a 3.0 GPA.*

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

**PHY 428 Quantum Mechanics** 3 credits  
*Prerequisites: PHY 211, PHY 216, MTH 243, and MTH 244.*

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 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.

---

## POLITICAL SCIENCE

*Note: 200-level and 300-level courses, designed to meet major requirements, are open to non-majors.*

### **POL 101 Introduction to the American Political System** 3 credits

This course is a study of the political structures and processes that affect the scope and content of American Politics. It examines the constitutional system, federalism, institutions (executive, legislative, and judicial), parties, interest groups, public opinion, campaigns, elections, and civil rights and liberties.

### **POL 102 Introduction to Politics** 3 credits

Major theories, concepts, and methods of contemporary Western political science, Political Issues and Public Policy, American Government and Politics, Political Theory, Comparative Politics, and International Relations. Unifying concepts (management of conflict, power, and authoritative allocation of values) will be applied to the study of the state and the political process.

### **POL 200 Public Policy Theory** 3 credits

This course examines the formulation, implementation, and evaluation of public policy. It stresses how public policy results from public-private interactions, and employs group theory and institutional theory. The course examines process and decision-making procedures and applies the public policy process model to at least two contemporary issues.

### **POL 201 Politics and the Family** 3 credits

Despite the value placed on privacy of the family, governments have regulated the structure, function, and behavior of the family. This course looks at U.S. and comparative cases to examine how interest groups, political parties, and elected officials influence governmental involvement in the family.

### **POL 212 Environment and Politics** 3 credits

This course examines the political, economic, and regulatory aspects of environmental issues. Decision-making 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 225 The Modern Presidency** 3 credits

This course assesses the development of the office and powers of the presidency, focusing on the New Deal through the present. Presidents are evaluated as individual personalities and powerful political actors within the outside environment. The use and abuse of presidential power, as well as its constraints are underlying themes.

### **POL 227 State and Local Government** 3 credits

This course explores the role played by sub-national units in formulating public policy and addresses issues hitherto seen as within the purview of the federal government. New York State is a focus, analyzing issues, political parties, interest groups, personalities, governmental structures, and geographical conflict.

### **POL 240 Ancient and Medieval Political Theory in the Western World** 3 credits

This course examines the works of selected Western political philosophers from the Ancient and Medieval periods of political theory, roughly 400 B.C.E.–1400 C.E. It includes theorists such as Plato, Aristotle, St. Augustine, Cicero, and St. Thomas Aquinas. The course explores questions like: What is the best life a human being can live? What is the best form of government? How should political communities mediate conflicts between individual goods and social goods? What roles do education, reason, and faith play in politics?

### **POL 241 Modern Political Theory in the Western World** 3 credits

*Invariable requirement for political science.*  
This course explores the works of selected Western political philosophers from the Modern period in political theory, roughly 1400–1900 C.E. It includes political theorists such as Machiavelli, Hobbes, Locke, Rousseau, Mill, and Marx. It explores questions like: How does an effective leader govern? What is the nature and extent of equality? How can stable political societies be constructed and maintained when there is widespread disagreement over the good?

### **POL 246 Research Design and Methods** 3 credits

*Effective spring 2007.*  
*Prerequisite: POL 102.*  
This course provides an introduction to political science research. Several approaches to research design are explored, including historical analysis, case studies, comparative analysis, and hypothesis testing. Strategies for data collection and analysis, including document analysis, sampling, interviewing, qualitative methods, and statistical analysis, are presented and evaluated.

### **POL 260 Comparative Political Analysis** 3 credits

This course is an introduction to the comparative politics of industrialized democracies, developing nations, and communist states covering nations from Europe, Asia, the Middle East, and Africa with a focus on varieties of parliamentary systems, communist and post-communist states, and other forms of authoritarian regimes. Major use of quantitative research methods and comparative databases are included.

### **POL 280 Theories and Practice of International Relations** 3 credits

Study world politics embracing sources of foreign policy behavior and linkages between national and international systems including: end of the Cold War; impact of nationalism; North-South dialogue; balance of power model; causes of war; international trade and exchange; diplomacy; international terrorism; and relevance of foreign affairs to individual citizens.

**POL 305 Race and Politics** *3 credits*

Historically, political regimes have organized societies using race as a basis for public policy (i.e., slavery, apartheid, genocide). This course concentrates primarily on policy influenced by race and ethnicity in the United States and emphasizes certain themes in comparative perspective: identity politics, immigration and citizenship, eugenics, and reparations.

**POL 321 The American Congress** *3 credits*

This is a study of Congress and its place in the American political system, with special attention to patterns of internal organization and leadership, the roles of political parties and pressure groups, and relations with the President, the federal bureaucracy, the courts, and the public.

**POL 322 Constitutional Law: Government Powers** *3 credits*

Review of major Supreme Court decisions and historical doctrinal trends in the exercise of judicial review, which have shaped the constitutional controversies and governmental structures: authority of Congress; federal relations; limits of presidential power; regulatory policies; and conduct of foreign policy.

**POL 323 Individual Rights in the Constitution** *3 credits*

A feature of American government is its specification of individual liberties. Privacy; due process; equal protection; property rights; racial and gender discrimination; sexual harassment; freedom of expression and of religion are among those provisions of the Bill of Rights and the 14th Amendment that produced extensive litigation and landmark decisions.

**POL 324 Supreme Court as a Political Institution** *3 credits*

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

**POL 325 Law and the Legal Process** *3 credits*

Examine the American legal system, including sources of law; the nature of the legal process; the role of courts, judges, and attorneys; legal reasoning; and client advocacy. Examine the interaction of law and politics and procedural aspects of litigation, including an intensive simulation of a trial.

**POL 326 Public Administration** *3 credits*

Administration facilitates organized human activity. Basic issues which affect the administration of public activities—management agencies and programs, regulatory practices, intergovernmental relations and federalism, budgetary processes, and bureaucratic behavior—will be emphasized. The overall theme of the course addresses the question of how public administration can contribute to responsible government.

**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 that the Supreme Court has enunciated.

**POL 342 American Political Thought** *3 credits*

This course examines the major political theories and writings of American leaders and intellectuals from roughly the colonial period to the present, including an exploration of topics such as republicanism, democracy, civil disobedience, equality, and progressivism. The readings will include the works of thinkers and activists such as Jefferson, Madison, Thoreau, Cady Stanton, Dewey, and DuBois.

**POL 345 Feminist Theory** *3 credits*

This course explores the meaning of feminism and different ways of understanding the oppression of women and the construction of femininity and masculinity. The readings will include historical material and selections from all three “waves” of feminism, but will concentrate on work since 1950. Various feminist theories—for example, liberal, Marxist, multicultural, radical—will be analyzed and applied to the world in which we live, touching on topics such as the gendered organization of family and work, abortion, sexual identity, gender expression, and the intersection of race and gender.

**POL 348 Family and Sexuality in Political Theory** *3 credits*

How do ideas about family and sexuality influence various conceptions of politics and vice versa? What assumptions, explicit or implicit, do political theorists make about the family and sexuality? How and for whom are their depictions or prescriptions for motherhood, fatherhood, and sexuality empowering and/or oppressive? In this course, we will explore the answers to questions like these by analyzing and critically evaluating how theorists (and activists) portray and critique the institution of the family and the politics of sexuality.

**POL 360 European Politics** *3 credits*

This course approaches the study of European politics in a comparative fashion and examines both national and European levels of governance. Our cross-national analysis of European politics involves examining parliamentary and executive systems, electoral systems, party systems, political cleavages, and public policy across Europe. The course also examines briefly the transition of post-Communist Eastern Europe to representative government. The importance of the European Union to European politics and various theoretical models of European integration are analyzed.

**POL 361 The Politics of Russia and the Former Soviet Republics** 3 credits

This course focuses on the political change accompanying the demise of communism and the dissolution of the former USSR. It examines the politics, policies and new institutional arrangements both within Russia and in Russia's relations with other selected states of the former Soviet Union through the Commonwealth of Independent States.

**POL 363 Politics of Latin America** 3 credits

This course is a comparative analysis of Latin American political systems. It focuses on four broad themes: the role of the Latin American military, the influence of American foreign policy, the democratization of political systems, and the challenges of economic development.

**POL 371 Women and Comparative Development** 3 credits

Since the United Nations' "Decade of the Woman," a variety of critical scholarly perspectives on economic and political development have emerged. Applying these perspectives, many scholars, practitioners, and activists argue that development strategies often have failed to adequately address women's issues, or have actually contributed to lowering their status. This course examines the growing academic literature on women and development, focusing on the gender critique and the responses from the development community. It will explore issues such as women's health, education, employment, population planning, and political participation in selected countries from the developing nations of Asia, Africa, and Latin America.

**POL 372 Hate and Conflict: Art, Media and Politics** 3 credits

*Prerequisite: permission of instructor.*

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

**POL 380 International Law and Organization** 3 credits

International law and international organizations have evolved dramatically since the beginning of the 20th century. The course systematically examines the actors, institutions, processes, and politics involved in efforts to make world politics more predictable and peaceful. The evolution of international law and comparison of various multilateral institutions—both global and regional—in producing international order are evaluated. Substantively, the course explores the development of legal norms, international institutions, and politics in the areas of peace and security, economic and social cooperation, and human rights.

**POL 381 American Foreign Policy** 3 credits

This course provides an analysis of the content and formulation of U.S. foreign policy. Students assess the evolution of U.S. foreign policy through realist and liberal theoretical perspectives. The process of making foreign policy, including the role of the various branches of government and non-governmental actors such as interest groups, the media, and business, are explored along with various models of foreign policy decision-making. Specific foreign policy approaches are explored through case studies that examine isolationism, containment, American intervention, and human rights-based or ethical foreign policy.

**POL 382 International Politics of East and Southeast Asia** 3 credits

Examination of political, military, and economic relations among nations of East and Southeast Asia, including China, Japan, and Indonesia plus the role of outside powers such as United States and India. Analytical paradigms and mathematical models of international security and international political economy also employed.

**POL 383 Cooperative Foreign Policy** 3 credits

This course involves the description, evaluation, and application of various analytical models and approaches to compare the foreign policy-making institutions, styles, and political processes of several democratic and non-democratic nation-states. A comparison of the domestic and international influences on foreign policy is emphasized. External factors include interdependence and dependence, anarchy and polarity in the international system. Domestic factors that influence foreign policy include the role of individual leadership, type of governmental apparatus, and the role of societal groups, economic actors, and the media.

**POL 385 International Political Economy** 3 credits

An introduction to three major contending paradigms of international political economy and analysis of international monetary, international trade, and foreign investment regimes. The course also examines the rise of resource, manufacturing, and multinational corporations, and studies their impact on the international political system.

**POL 388 International Relations Through Film** 3 credits

Analyze contemporary issues of international relations—international conflict, globalization or war. Explore, through careful comparison and contrast between film and readings, how understanding of international relations is shaped by scholarship and images. The course encourages a critical appreciation for the ways in which even non-political films inform perceptions of international relations.

**POL 389 National Model United Nations** 3 credits  
*Prerequisite: POL 280 or ISP 101, and permission of instructor.*  
 This course prepares students for the National Model United Nations, an assessment of the UN in world politics. It examines the evolution of the UN system, its organization and policies in peace and security, economic development, and human rights. For five days, students participate in a simulation of the UN system.

**POL 560 International Environmental Policy** 3 credits  
 The course focuses on the actions of nation-states that have important consequences for the global environment. National decisions have consequences for the environment that extend beyond their borders, while international law and norms have an impact on national decision-making. Such issues as climate change, ozone depletion, the economy and the environment, energy production and consumption, and sustainable development, are examined in terms of developing, implementing and enforcing international environmental policy goals.

### ***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 must be taken together:**

**POL 337 Washington Semester Internship** 6–9 credits  
**POL 338 Seminar** 3 credits  
**POL 339 Directed Research** 3 credits  
*Offered three times yearly (fall, spring, and summer)*  
*Open to majors in any department or school; preference given to juniors and first-semester seniors.*  
*There are three prerequisite courses: POL 101; at least one course from among the other offerings of the department in the areas of political issues and public policy, and American government and politics; and POL 429, or its equivalent. Applications for internships in the fall, spring, or summer semesters may be obtained from Professor Axelrod, the chair of the Political Science Department, Blodgett 202.*

**POL 419 Seminar in Political Issues** 3 credits  
*Prerequisite: Permission of instructor.*

**POL 429 Seminar in Public Policy** 3 credits  
*Prerequisite: Permission of instructor.*

**POL 439 Seminar in American Politics** 3 credits  
*Prerequisite: Permission of instructor.*

**POL 459 Seminar in Political Theory** 3 credits  
*Prerequisite: Permission of instructor.*

**POL 479 Seminar in Comparative Politics** 3 credits

**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 499 Seminar in International Relations** 3 credits  
*Prerequisite: Permission of instructor.*

---

## 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 101 Social Problems** 3 credits

“What’s wrong with the world?” in modern societies: social and economic inequality; racial tensions and conflicts; poverty in the midst of affluence; loss of community in mass society; crime and the inadequate agencies of justice; individual liberties and civil disorders vs. institutional controls; dilemmas of advanced technology; the problem of balancing individual freedom and social order; ideologies and their relevance and irrelevance in advanced industrial societies; alienation and anomie.

### **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 125 The Material Family** 3 credits

This course involves multimedia projects in which students carry out a sociologically based analysis of family pictures, artifacts, records, and interviews. The research topics include: oral histories; ancestry research; analysis of family dwelling and possessions; identity and traditions; structure and leisure activities; and values in education and religion.

### **SOC 135 Religious Cultures** 3 credits

This course offers an analysis of religious cultures and institutions within societies throughout the world. Topics include: traditional religions, new religious movements, and non-institutional forms of spirituality.

### **SOC 200 Quantitative Research Methods** 4 credits

This course provides an overview of quantitative research methods. It explores research design and quantitative methods, including field research, literature review, formulating hypothesis, collecting, organizing, describing, summarizing and interpreting data, using computers to handle data, testing hypothesis, and developing and writing conclusions in response to data analysis. It requires study and hands-on use of these methods.

### **SOC 201 Qualitative Research Methods** 4 credits

*Prerequisite SOC 100*

This course provides an overview of qualitative research methods. It explores the logic of sociological inquiry, ethical issues in working with human subjects, research design, and qualitative methods, including field research, interviewing, focus groups, and content analysis. It requires study and hands-on use of these methods.

### **SOC 202 Development 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**

*Prerequisites: SOC 100 and 202.* 3 credits

This course focuses on sociological theories working from the mid-20th century to contemporary time. Emphasis will be on the application of sociological theory to empirical data, normative assumptions, and to specific social issues and social behavior.

### **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

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 228 Communications and Conflict**

**Resolution in the Family** 3 credits

This course covers basic communication patterns in the family. The following topics will be discussed: the role of emotion and assumptions in communication, the importance of power, anger attributions, and trust. Communication will be analyzed in dyads as well as multi-generational family systems.

### **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 235 Family Relationship Theories** 3 credits

Presentation and discussion of family poverty and economic constraints, single parenthood, divorce and its consequences, violence and abuse in relationships, remarriage, and step parenting. Students will do field research in an area of their choice.

**SOC 240 Sociology of Violence** 3 credits

This course explores social and cultural theories, definitions, and perspectives on violence; examines the presence of violence in our contemporary society in various situations and events including family violence, bias violence, political violence, religious violence, state violence; looks at representations of violence in art and popular culture; explores perspectives on nonviolence.

**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** 4 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 261/ACG 261 Crime and Punishment** 4 credits

This course will explore such fundamental questions as "what is crime?" and "what constitutes justice?" The class will examine broader issues associated with crime and punishment, including the connection between the criminal justice system and society in general.

**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 275 Media Images of Italian-Americans** 3 credits

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

**SOC 277/ACG 277 Law and Social Inequality** 3 credits

This course will explore inequality in the United States, different forms of oppression and discrimination, ways in which the legal system has historically favored the wealthy and worked against the poor, racial/ethnic minorities, women, and the disabled. The course will examine how these groups have used the legal system to achieve social change and gain civil rights. The sociological theories explaining social inequality and legal responses to it will be presented and examined.

**SOC 288 Special Topics Seminar** 3 credits

*Open to non-majors.*

*No prerequisite.*

*Permission of the instructor may be required for some special topic courses.*

This seminar focuses on different sociological topics, not generally offered in the sociology curriculum, in a specific issue or area in depth.

**SOC 288 Special Topics Seminar: Female Stereotypes in Film** 3 credits

This course will examine the way that films since 1940 stereotype women in American society, with focus on societal inequalities woman have faced and how films reinforce and perpetuate these.

**SOC 315/ACG 315 Juvenile Delinquency** 3 credits

This course will explore some of the broader social issues associated with juvenile crime, criminality, and criminal behavior. Using accepted definitions of crime and delinquency, the course will examine causes and explanations of juvenile delinquency, as well as possible modes of prevention, control, and correction.

**SOC 331 Sociology of Law** 3 credits

*Prerequisite: SOC 100.*

This course provides an introduction to issues in law and society and to the American legal system. It deals with theories of what law is and what it does and examines the place of law in promoting or limiting social change.

**SOC 341 Gender Issues in Criminal Justice** 3 credits

This course will explore how gender relates to crime, criminal justice, and criminology, where men and women emerge as distinctly different categories—with specific problems, questions, and issues. The class will examine how men and women are understood and treated differently within criminal justice theory and the criminal justice system.

**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.*

Reading and research on selected topics in sociology, under the guidance of the faculty adviser.

**SPECIAL PROGRAMS****General Studies (GNS)****GNS 100 First Year Seminar:****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.

**GNS 101 Critical Reading and Writing** 3 credits

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.

**GNS 102 First Year Seminar:****A World of Ideas II**

4 credits

This course is a continuation of A World of Ideas I. Through reading philosophical, historical, and literary texts, students will develop a more complete understanding of the way that ideas affect their lives.

**GNS 103 Problem-Solving****Across the Curriculum**

3 credits

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.

**GNS 104 Origins of Western Civilization I** 3 credits

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.

**GNS 105 Origins of Western Civilization II** 3 credits

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.

**GNS 106 Society and the Individual II:**

**Psychology** *3 credits*

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. 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.

## Levermore Global Scholars

**LGS 100 First Year Orientation Experience** *1 credit*

A one-credit course designed to serve as an introduction to Adelphi University including instruction in the use of the library and computer resources; the Career Development Center; the Writing and Learning Centers; academic honesty; basic study and writing skills; and community and social issues faced by new collegians.

**LGS 110 Levermore First Year Seminar** *3 credits*

A seminar designed to convey the excitement of intellectual endeavor to new college students. Subject areas vary with the interests of each professor but all address some aspect of global citizenship, the central theme of the Levermore Global Scholars Program (LGSP).

**LGS 190 Special Topics** *3 credits*



GORDON F. DERNER  
INSTITUTE OF ADVANCED  
PSYCHOLOGICAL STUDIES

# Gordon F. Derner Institute of Advanced Psychological Studies (Derner IAPS)

*Blodgett Hall, Room 212*

Jean Lau Chin, *Dean*  
Email: chin@adelphi.edu

Patrick L. Ross, *Special Assistant to the Dean*

Lenore Heller, *Assistant Dean and Director of  
Master's Programs in General Psychology  
and Mental Health Counseling*

Rosemary Flanagan, *Director of Master's  
Program in School Psychology*

Jerold Gold, *Chair of Undergraduate Program*

Jonathan Jackson, *Director of Psychological  
Services Center and Director of Clinical  
Training*

Jack Herskovits, *Director of Postgraduate  
Psychotherapy Center*

Mary Beth Cresci, *Director of Postgraduate  
Programs in Psychoanalysis and  
Psychotherapy*

## *Professors*

Robert Bornstein

Wilma S. Bucci

Jean Lau Chin

Rebecca C. Curtis

Jerold Gold

Lawrence Josephs

Morton Kissen

Karen Lombardi

Robert Mendelsohn

Joseph W. Newirth

Coleman Paul

Susan Petry

Patrick L. Ross

Janice M. Steil

Joel Weinberger

## *Associate Professors*

Francine Conway

Mark Hilsenroth

Kate Szymanski

## *Clinical Professor*

Morris Eagle

## *Assistant Professors*

Laura DeRose

Rosemary Flanagan

Patrick Grehan

Thomas Reiner

Carolyn Springer

The Gordon F. Derner Institute of Advanced Psychological Studies has long been recognized as a pioneer in the training of clinical psychologists. The Institute was founded in 1951 and became the nation's first university-based professional school of psychology in 1972. Today, the Institute houses an array of programs emphasizing professional practice integrating psychological science and research through its undergraduate psychology program, master's program in general psychology, mental health counseling, and school psychology, APA accredited Ph.D. program in clinical psychology and postgraduate programs in psychoanalysis and psychotherapy. We are committed to training professionals to meet the needs of a diverse and global society.

The Derner Institute educates students in the discipline of psychology—one that is grounded in both the social and natural sciences; and committed to scholarship, research, and practice that are sensitive to multicultural issues, and integrative of multiple psychological perspectives from cognitive, social, developmental, and psychodynamic perspectives. We provide students at all levels with a rigorous, empirically informed education in psychology that prepares them to be lifelong learners and well-trained professionals who combine scholarly inquiry and professional service. Our faculty draws on and contributes to the evolving body of knowledge about the workings of the human mind and behavior, while our training emphasizes helping students to transform the ways in which they make meaning and relate to others through psychology—our training requires critical reasoning, intellectual rigor, creative imagination, and empathic capacity to work with diverse individuals, groups, and families.

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.

*Courses are 3 credits unless otherwise noted.*

## **Requirements for the Bachelor of Arts (B.A.) 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.

### **I. Required Courses (20 credits)**

PIA 101	General Psychology
PIA 115	Developmental Psychology
PIA 137	Psychological Statistics (4 credits)
PIA 210	Psychoanalysis
PIA 245	Psychological Research (4 credits)
PIA 292	Cognitive Psychology

### **II. Variable Courses**

*Select one course from each of the following clusters (9 credits)*

#### **Cluster A**

PIA 202	Principles of Behavior Analysis
PIA 250	Neuropsychology
PIA 261	Environmental Psychology
PIA 272	Psychology of Perception
PIA 398	Practicum in Experimental Psychology
PIA 441	Creativity, Perception, and the Visual Arts
PIA 455	History of Psychology

#### **Cluster B**

PIA 116	Developmental Psychology II (Adolescent Psychology)
PIA 262	Social Psychology
PIA 276	Motivation and Emotion
PIA 283	Psychopathology
PIA 284	Theories of Personality
PIA 355	Introduction to Forensic Psychology
PIA 365	Psychology of Women

#### **Cluster C**

PIA 111	Behavior Modification
PIA 285	Industrial/Organizational Psychology
PIA 290	Psychology of Addictions
PIA 318	Principles of Psychological Testing
PIA 322	Psychology of Loving and Enduring Relationships
PIA 360	Behavior Disorders in Childhood (4 credits)
PIA 379	Introduction to Counseling and Psychotherapy
PIA 381	Practicum in Clinical Psychology
PIA 386	Psychology of Criminal Behavior

**III. Concentration**

*Select two additional courses from one of the clusters above (6 credits)*

**IV. Advanced Topics Seminars**

*Select two of the following courses (6 credits)*

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

**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 adviser about the regulations governing independent study. Permission forms for Independent Study are available from the Office of the Dean.

**The Minor**

PIA 101 is required plus an additional 15 credits in psychology.

**Honors in Psychology**

Psychology majors who graduate with a GPA of 3.3 in their psychology courses may be eligible for honors in psychology. A GPA of 3.6 in psychology may qualify the student for high departmental honors.

**Credits for Physical Education Skills Courses**

Each college of the University establishes the maximum number of physical education skills credits that can be counted toward the B.A. degree. Psychology majors are permitted to apply a maximum of four such credits in Physical Education Skill courses (PES) courses to the 120 credits needed for graduation.

---

## COURSES OF INSTRUCTION

### GORDON F. DERNER INSTITUTE OF ADVANCED PSYCHOLOGICAL STUDIES (DERNER IAPS)

**PIA 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.

**PIA 111 Behavior Modification** 3 credits  
*Prerequisite: PIA 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.

**PIA 114 Developmental Psychology Through the Lifespan** 3 credits  
*Non-majors only. Cannot be used for credit in the major.*  
This course explores human development as both a process of growth (through aging and experiencing) and a series of normative stages. An emphasis on applications of theory and research to the healthcare setting will be given.

**PIA 115 Developmental Psychology** 3 credits  
*Prerequisite: PIA 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.

**PIA 116 Developmental Psychology II (Adolescence)** 3 credits  
*Prerequisite: PIA 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.

**PIA 137 Psychological Statistics** 4 credits  
*Prerequisite: PIA 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.

**PIA 202 Principles of Behavior Analysis** 3 credits  
*Prerequisite: PIA 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.

**PIA 210 Psychoanalysis** 3 credits  
*Prerequisite: PIA 101*  
An historical and intellectual survey of psychoanalytic theories and methods, beginning with Freud's seminal contributions and continuing through contemporary psychoanalytic models. The course will introduce students to psychoanalytic methods such as dream analysis, the therapeutic model of psychoanalysis, and will also attempt to place the field within a broader intellectual and cultural context.

**PIA 245 Psychological Research** 4 credits  
*Prerequisite: PIA 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.

**PIA 250 Neuropsychology** 3 credits  
*Prerequisite: PIA 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.

**PIA 261 Environmental Psychology** 3 credits  
*Prerequisite: PIA 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.

**PIA 262 Social Psychology** 3 credits  
*Prerequisite: PIA 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.

**PIA 272 Psychology of Perception** 3 credits  
*Prerequisite: PIA 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.

**PIA 276 Motivation and Emotion** 3 credits  
*Prerequisite: PIA 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.

**PIA 283 Psychopathology** 3 credits  
*Prerequisite: PIA 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.

**PIA 284 Theories of Personality** 3 credits  
*Prerequisite: PIA 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.

**PIA 285 Industrial and Organization Psychology** 3 credits  
*Prerequisite: PIA 101*

An introduction to the application of psychological principles and methods, in large and small organizations in the workplace and in the business world.

**PIA 290 Psychology of Addictions** 3 credits  
*Prerequisite: PIA 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.

**PIA 292 Cognitive Psychology** 3 credits  
*Prerequisite: PIA 101.*

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

**PIA 318 Principles of Psychological Testing** 3 credits  
*Prerequisites: PIA 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.

**PIA 322 Psychology of Loving and Enduring Relationships** 3 credits  
*Prerequisite: PIA 101.*

A psychological study of the issues of love confronting contemporary couples will be provided through classroom didactic discussion, assigned readings from largely scholarly psychoanalytic sources and some popular psychological literature, videotaped presentations and small group interactive discussion. The focus is thus on a psychoanalytic study of long-term loving relationships.

**PIA 355 Introduction to Forensic Psychology** 3 credits  
*Prerequisite: PIA 101.*

An overview of the interplay of psychology and the legal system. Includes an exploration of the sources and causes of criminal behavior and the legal and psychological responses to that behavior, as well as the study of civil issues such as child custody, competency, and ethics.

**PIA 360 Behavior Disorders in Childhood** 4 credits  
*Prerequisites: PIA 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.

**PIA 365 Psychology of Women** 3 credits  
*Prerequisite: PIA 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.

**PIA 379 Introduction to Counseling and Psychotherapy** 3 credits  
*Prerequisite: PIA 101.*

The variety of contemporary theories and methods of behavior change will be presented including the psychoanalytic, humanistic/experiential, cognitive-behavioral, and family systems, and integrative approaches. These systems will be examined with regard to the underlying assumptions, theories of personality development, and of personality change.

**PIA 381 Practicum in Clinical****Psychology** 3 credits*Prerequisites: PIA 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).

**PIA 386 Psychology of Criminal Behavior** 3 credits*Prerequisite: PIA 101.*

An investigation of the causes of criminal activities, theories, and research findings concerning rehabilitation and prevention, and the effects of psychosocial and legal interventions.

**PIA 398 Practicum in Experimental****Psychology** 3 credits*Prerequisites: PIA 101 and 137.*

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 (PIA 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.

**PIA 402 Special Topics in Behavior Analysis**

3 credits

*Prerequisites: PIA 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.

**PIA 415 Special Topics in Developmental Psychology**

3 credits

*Prerequisites: PIA 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.

**PIA 441 Creativity, Perception, and the Visual Arts**

3 credits

This course is designed to teach art and psychology majors the fundamental principles of visual perception as it applies to the creation and aesthetics of visual art, as well as the psychology of creativity and theoretical approaches to the topic. Students will create projects related to this material.

**PIA 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.

**PIA 462 Special Topics in Social Psychology**

3 credits

*Prerequisites: PIA 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.

**PIA 472 Special Topics in Sensation and Perception**

3 credits

*Prerequisites: PIA 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.

**PIA 482 Special Topics in Personality/Clinical Psychology**

3 credits

*Prerequisites: PIA 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.

**PIA 489 Current Problems in Psychology** 3 credits*Prerequisite: PIA 101.*

This course will focus on new developments in theory, research, and/or practice in psychology that are at the forefront of contemporary thinking and investigation.

**PIA 490, 491 Directed Individual  
Research**

*1–3 credits each*

*Prerequisite: Permission of Chair.*

Students who have advanced beyond the Practicum in Experimental Psychology (PIA 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.

**PIA 493 Special Topics in  
Cognitive Psychology**

*3 credits*

*Prerequisites: PIA 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.



HONORS  
COLLEGE

## Honors College

*Earle Hall, Room 100*

Richard Garner, *Dean*

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

Diane Della Croce, *Associate Dean*

Nicholas Rizopoulos, *Academic Director for Special Programs and Research*

Gregory Mercurio, *Academic Director*

### Philosophy of the College

The Honors College seeks to prepare highly talented and motivated students to face the 21st 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 cocurricular 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 possibilities 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 21st 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 curriculum introduces students to the body of knowledge and multiple theories and approaches to knowledge, along with their historical roots, that have most affected our century—in the arts, social thought, science, and humanities. First-year classes include *The Modern Condition*, *Origins of the Modern Condition* (a historical sequence), and *the Art and Craft of Writing*.

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

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

## The Social Science Seminars

The Social Science 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 lifelong 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 Liberal Arts 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 something entirely new. In any case, all Honors students must complete the senior thesis, a year-long project designed to bring about and to demonstrate intellectual mastery and to encourage the integrity and coherent responsibility that only a complex project can elicit. Students must agree with their adviser on a topic by mid-October of their senior year.

Throughout the year students are supervised not only by their departmental adviser but also by one of the Honors College Academic Directors, Nicholas Rizopoulos or Gregory Mercurio.

In the spring, when the student and adviser 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 Cocurricular Cultural Program**

The second major component through which the philosophy of an honors education is realized is the extracurricular and cocurricular 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 cocurricular 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 theatre, 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, 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 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.

## 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:

- 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 Liberal Arts 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 GPA of 3.3.
- 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*)

## 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 Social Science 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.

##### *The Social Science Seminar*

##### Fall 2007

- Section I: Freud: Then and Now
- Section II: Origins of the First World War
- Section III: Power and Prejudice

##### Spring 2008

- Section I: Cinema and Society
- Section II: Politics and Literature
- Section III: Evolutionary Psychology

#### **HON 486 Honors Liberal Arts 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 Honors Liberal Arts Seminars look to the future as students examine the material with a view to the plans they are making for their lives after graduation.

##### *The Honors Liberal Arts Seminar*

##### Fall 2007

- Section I: The Idea of the Comic
- Section II: The Poetry of James Merrill
- Section III: The Postmodern Condition

Spring 2008

Section I: Classical Greek Civilization  
Section II: Literature of the 18th Century  
Section III: The Atlantic World

**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 adviser on a topic by mid-October of their senior year. In the spring when the student and adviser 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.



V



SCHOOL OF  
BUSINESS

## School of Business

*Hagedorn Hall, Room 121*

Anthony F. Libertella, *Dean*  
Email: libertel@adelphi.edu

Rakesh Gupta, *Associate Dean*  
Brian Rothschild, *Assistant Dean*  
Patricia Joyce, *Director of Undergraduate Programs*

### *Professors*

Allan S. Ashley  
C. Richard Baker  
Jeffrey Goldstein  
Zhimin Huang  
Susan Li  
Anthony F. Libertella  
Samuel Natale  
Alvin J. Rosenstein  
Darko Skorin-Kapov

### *Distinguished Visiting Professor*

Kevin Sheehan

### *Associate Professors*

Jack Angel  
Grace Conway  
David Gleicher  
James Hazy  
MaryAnne Hyland  
David Machlis  
Ganesh Pandit  
Jayen Patel  
Dennis Payette  
Sebastian Sora  
R. Bruce Swensen  
Mariano Torras  
Winston Waters  
Simon Yang

### *Assistant Professors*

Pamela Buckle  
Rakesh Gupta  
Harvey J. Heinowitz  
G. Keith Henning  
Alan Kreitzman  
Sviatoslav Moskalev  
Seung-Chan Park  
David Prottas  
K.C. Rondello  
Joyce Silberstang  
Gita Surie  
Monica Yang  
Wen Yin  
Jiang Zhang

## 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, however, 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

*The School of Business is accredited by AACSB International—The Association to Advance Collegiate Schools of Business.*

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 organi-

zational 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 individual 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 specializations available in marketing, finance, human resource management, and management information systems;
- Bachelor of Science (B.S.) in finance; and
- Bachelor of Arts (B.A.) in economics.

*Courses are 3 credits unless noted otherwise.*

## Bachelor of Business Administration (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, Finance, and Economics provides accounting majors with the

intellectual means to succeed in the accounting profession. Students acquire both the technical accounting knowledge and the analytical and managerial capacities needed to apply that knowledge to complex business issues. Students are equipped to enter and perform with distinction in the public and private sectors.

The accounting profession is divided into two broad areas: financial and managerial accounting. Financial accounting involves the preparation and use of accounting information for external reporting. Managerial accounting relates to the preparation and use of accounting information to measure managerial performance and develop plans and controls within an organization.

## Degree Requirements

The accounting major leads to 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. Students completing the B.B.A. prior to September 1, 2009 will be able to take the C.P.A. Examination in New York State. After that date, students must complete at least 150 credits prior to taking the 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

ACC 101	Principles of Accounting I
BUS 162	Introduction to Business
ECA 111	The Price System

*Second Semester (16 credits):*

General Education Requirements	
ACC 102	Principles of Accounting II
ECA 112	The National Economy
MGT 262	Principles of Management
Liberal Arts Elective	

**Sophomore Year***First Semester (16 credits):*

General Education Requirements	
ACC 201	Intermediate Accounting I
BUS 260	Business Law I
MTH 110	Pre-Calculus
OPR 271	Information Technology and Applications (4 credits)

*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 (4 credits)

**Junior Year***First Semester (15 credits):*

General Education Requirements	
ACC 203	Cost Accounting
ECA 251	Money and Banking
FIN 330	Managerial Finance
MGT 366	Organizational Behavior

*Second Semester (15 credits):*

General Education Requirements	
One of the following Drama, Beginning Acting or Speech courses: PFA 108, PFA 109, SPE 104, 110, 111, or 112	
ACC 303	Principles of Auditing

And one of the following courses:

BUS 461	Entrepreneurship
HRM 367	Management of Human Resources
MKT 280	Marketing

OPR 373	Management of Production/Operations
---------	-------------------------------------

**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	Government and Financial Accounting
BUS 468	Business Policy and Strategy

*NOTE: Students planning a career in public 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 will require candidates who wish to sit for the C.P.A. examination to complete a 150-credit hour program. Students should consult with the Business Undergraduate Programs Office, Hagedorn Hall 121, for the latest information.*

## **Bachelor of Business Administration (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	
ACC 101	Principles of Accounting I
BUS 162	Introduction to Business
ECA 111	The Price System

*Second Semester (16 credits):*

General Education Requirements	
ACC 102	Principles of Accounting II
ECA 112	The National Economy
MGT 262	Principles of Management

### Sophomore Year

*First Semester (16 credits):*

General Education Requirements	
BUS 267	Creative Business Communications
MTH 110	Pre-Calculus
OPR 271	Information Technology and Application (4 credits)

*Second Semester (16 credits):*

General Education Requirements	
BUS 252	Legal and Ethical Environment of Business
MKT 280	Marketing
OPR 272	Analytical and Statistical Modeling (4 credits)

### Junior Year

*First Semester (15 credits):*

General Education Requirements	
One of the following Drama, Beginning Acting, or Speech courses: 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	

## 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, Hagedorn Hall 121, for more information.*

\* Free electives may be taken in any division of the University.

### Marketing Specialization

Students may choose from among such courses as Retail Management; Sales Management; Advertising Management; Marketing Research; Marketing Strategy; and Sales Promotion and Direct Marketing.

### Finance Specialization

Students may choose from among such courses as Financial Statement Analysis; Financial Markets; Managerial Economics; Managerial Finance II; 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 Development; Staffing: Recruitment, Selecting, and Training; and Labor Relations.

### Management Information Systems Specialization

Students may choose courses in System Analysis and Design, Data Communication, Database Management and Management Information Systems.

*Specializations are subject to change. Consult with the Business Undergraduate Programs Office, Hagedorn Hall 121, for more information, exact courses, course numbers, and descriptions.*

## Bachelor of Science (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 student 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 (16 credits):*

General Education Requirements	
ACC 101	Principles of Accounting I
BUS 162	Introduction to Business
ECA 111	The Price System

*Second Semester (16 credits):*

General Education Requirements	
Liberal Arts Elective	
ACC 102	Principles of Accounting II
ECA 112	The National Economy
MGT 262	Principles of Management

#### Sophomore Year

*First Semester (16 credits):*

General Education Requirements	
ACC 201	Intermediate Accounting I
BUS 267	Creative Business Communications
MTH 110	Pre-Calculus
OPR 271	Information Technology and Applications (4 credits)

*Second Semester (16 credits):*

General Education Requirements	
ACC 202	Intermediate Accounting II
BUS 252	Legal and Ethical Environment of Business
MKT 280	Marketing
OPR 272	Analytical and Statistical Modeling (4 credits)

#### Junior Year

*First Semester (15 credits):*

ECA 251	Money and Banking
---------	-------------------

FIN 330	Managerial Finance
BUS 341	International Business
MGT 366	Organizational Behavior

*Second Semester (15 credits):*

General Education Requirements

FIN 311	Financial Markets
OPR 373	Management of Production Operations

*AND* One of the following Drama, Beginning Acting, or Speech courses: PFA 108, PFA 109, SPE 104, 110, 111, or 112

**Senior Year***First Semester (12 credits):*

Liberal Arts Elective

FIN 438	Investment Analysis
FIN 443	International Finance

One of the following courses:

ACC 306	Financial Statement Analysis
ECA 420	Managerial Economics
FIN 434	Managerial Finance II

*Second Semester (15 credits):*

Liberal Arts Elective

FIN 412	Seminar in Finance
BUS 468	Business Policy and Strategy

One of the following courses:

ACC 306	Financial Statement Analysis
ECA 420	Managerial Economics
FIN 434	Managerial Finance II

## **Bachelor of Arts (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. 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 214	History of Economic Thought
ECA 215	Environmental Economics
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 113	Survey of Statistics
<i>OR</i>	
MTH 114	Statistics for Natural Sciences

*\*Maximum of 6 credits may be chosen.*

MTH 141	Calculus and Analytical Geometry I
<i>OR</i>	
MTH 142	Calculus and Analytical Geometry II
POL 380	International Law and Organization
POL 385	International Political Economy

### **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:

ACC 101	Principles of Accounting I
BUS 341	International Business
FIN 330	Managerial Finance
MGT 262	Principles of Management
MGT 366	Organizational Behavior
MKT 280	Marketing

*Note: Prerequisites for these courses must be met.*

## **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 adviser.

## **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 must be met. The clusters consist of four courses each as follows:

### **Introduction to Business Law**

BUS 162	Introduction to Business
BUS 250	Business Law I
BUS 251	Business Law II
MGT 262	Principles of Management

### **Introduction to Human Resource Management**

BUS 162	Introduction to Business
HRM 367	Management of Human Resources
MGT 262	Principles of Management
MGT 366	Organizational Behavior

### **Introduction to Accounting**

ACC 101	Principles of Accounting I
ACC 102	Principles of Accounting II
ACC 306	Financial Statement Analysis
BUS 162	Introduction to Business

### **Introduction to Finance**

ACC 101	Principles of Accounting I
BUS 162	Introduction to Business
FIN 311	Financial Markets
FIN 330	Managerial Finance

### **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 (4 credits)
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 Hagedorn Hall. 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 adviser based upon area of major and/or interest. If for some reason a particular student-adviser relationship proves to be incompatible, either party may request a change. All changes, however, should be made through the Business Undergraduate Programs Office, Hagedorn Hall, room 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 adviser on duty until 8:00 p.m., Monday through Thursday, during the fall and spring semesters for help with general questions.

### **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 are encouraged to apply for internships. 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 Center for Career Development located in Post Hall.

### **Degree Audit**

All students should access the Degree Audit program *three semesters* before their expected date of graduation to ensure that all degree requirements will be satisfied. Information is available in the Business Undergraduate Programs Office, Hagedorn Hall, room 121.

## Dean's List

To qualify for the Dean's List, business students are required to have a GPA of 3.5 or higher and must have completed at least 12 credits during that semester.

## 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 GPA 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 who have completed at least one-half of the work required for the degree with a minimum cumulative GPA of 3.5. Transfer students are eligible after completing 30 credits with a minimum cumulative GPA of 3.5.

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 GPA in those courses. In addition, the student must maintain a minimum overall GPA of 3.5.

## Dismissal/Withdrawal

Students who fail to maintain a 2.3 GPA 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.

## COURSES OF INSTRUCTION

### SCHOOL OF BUSINESS

*Students are responsible for all prerequisites and should be aware that listed prerequisites may also have prerequisites.*

#### **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. Other topics covered: inventory costing, accounting for receivables and payables, fixed assets, payrolls, and cash flow analysis.

#### **ACC 102 Principles of Accounting II** 3 credits

*Prerequisite: ACC 101.*

This course introduces both accounting and non-accounting majors to the cost information needs of management and the use of accounting information for decision-making and control. Topics include operating costs, cost behavior, budgeting, job order costs, cost-volume profit analysis, responsibility accounting, standard costing, pricing decisions, capital budgeting and financial statement analysis.

#### **ACC 201, 202 Intermediate Accounting** 6 credits

*Prerequisites: ACC 101 and 102.*

This course is designed to strengthen the student's conceptual approach to financial accounting. While studying the currently accepted methods of valuation and measurement of the economic resources and equities of the firm, the student is introduced to the pronouncements issued by the Financial Accounting Standards Board. Accounting for pensions, leases, and price-level changes are some of the topics incorporated into the course.

#### **ACC 203 Cost Accounting** 3 credits

*Prerequisites: ACC 101 and 102.*

This course is 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 extensive examination is made of the job order, 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. The use of the budget as a management tool for planning and controlling operations is stressed and procedures are examined for the analysis of variance 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. Particular emphasis is given to the effect of internal control in the auditing procedures. The use of the computer in auditing is covered. Emphasis on current ethics, legal responsibilities, legal responsibilities and auditing standard and procedures are covered through the use of case studies.

#### **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, and 202.*

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. Topics include an introduction to 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 and an audit practice set as a learning tool on how to conduct an audit.

#### **ACC 406 Government and Financial Accounting** 3 credits

*Prerequisites: ACC 101, 102, 201, 202, and 303.*

Applications and theory of the environment of non-business accounting and reporting. Emphasis will be on government, not-for-profit, and other business 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: MGT 262.*

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: 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: 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

*To be taken in the last semester of student's program.*

This senior-level course integrates and synthesizes the concepts and techniques developed in prior courses in order to construct a rational basis for developing business objectives and strategic plans. Problem identification, strategy formulation, and decision implementation issues are stressed. Business simulation, case studies, and role-playing are some avenues taken to convey course content.

**ECA 101 Introduction to Economics** 3 credits

*Does not count toward the business or economics major and may not be taken as a liberal arts elective.*

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 102 Consumer Economics** 3 credits

*Does not count 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 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 203 Econometrics** 3 credits

*Prerequisites: ECA 111, 112, and 113.*

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 214 History of Economic Thought** 3 credits

*Prerequisites: ECA 111 and 112.*

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

*Prerequisites: ECA 111 and 112.*

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

*Prerequisites: ECA 111 and 112.*

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

*Prerequisites: ECA 111 and 112.*

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

*Prerequisites: ECA 111 and 112.*

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

*Prerequisites: ECA 111 and 112.*

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

*Prerequisites: ECA 111 and 112.*

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

*Prerequisites: ECA 111 and 112.*

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

*Prerequisites: ECA 111 and 112.*

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

*Prerequisites: ECA 111 and 112.*

A critical analysis of neoclassical price determination. Topics include consumer choice theory, the production function, the Marshallian theory of the firm, the factor theory of income distribution.

**ECA 276 Macroeconomic Analysis** 3 credits

*Prerequisites: ECA 111 and 112.*

An examination of the determinants of the size, stability, and growth of national income, including a study of national economic policy alternatives and their implications.

**ECA 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 increasingly 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: MGT 262, ECA 111, 112, MTH 110, and ACC 101.*

This course is an introduction to the concepts and tools required to make financial decisions in a corporate setting. The financial concepts covered include time value of money, introduction to valuation of financial securities, capital budgeting, and risk and return.

**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 Managerial Finance II** 3 credits*Prerequisite: FIN 330.*

An intermediate managerial level course emphasizing long-term financial management topics. Concepts covered include: extensions of capital budgeting models such as cash flow estimation and scenario analysis, weighted average cost of capital, capital structure decisions, and dividend policy.

**FIN 438 Investment Analysis** 3 credits*Prerequisite: FIN 330.*

This course introduces the student to investing in securities, basic investment concepts and alternatives with a focus on debt and equities securities. The course also covers the organization of securities markets, mutual fund investing, efficient market hypothesis, and emphasizes fundamental analysis and valuation.

**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 367 Management of Human Resources** 3 credits*Prerequisites: 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, employment planning, training, labor relations, equal opportunity, and other current issues and topics.

**HRM 465 Effective Human Resources Policy and Law** 3 credits*Prerequisites: MGT 262, MGT 366, and HRM 367.*

The systematic study of employment legislation, seminal court cases, and the prudent use of employment policies. Employment discrimination, wage and hour laws, safety and health, employment at will, and labor relations are covered in depth and augmented with case studies and experiential exercises.

**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 Development** 3 credits*Prerequisites: MGT 262, MGT 366, HRM 367, OPR 272.*

An advanced course examining the business and consequent human demands imposed at the executive level. The course examines the evolving role of business executives in an era of increased global competition, technological possibilities, and marketplace demands. Ethical and social issues are discussed in the context of organizational development, revenue generation, and the enhancement of shareholder value. Students are exposed to Fortune 500 assessment and development practices for purposes of selection, placement, and succession planning. In addition, through case studies students will gain an insider's view of the differences between success and failure at the executive level. Third party personalized executive assessment is incorporated into the class. Students will apply course content to reflect upon the implications of the written feedback provided by the assessment.

**HRM 468 Staffing: Recruitment, Selection, 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.*

A practical working knowledge of labor relations and collective bargaining that discusses bargaining terms, practices, laws, section of actual labor agreements and arbitration cases, and decisions of the National Labor Relations Board and courts, that illustrate and emphasize important contemporary issues. Introduces students to collective bargaining and labor relations with an emphasis on “real world” situations they would begin to face on the job, including negotiating techniques, giving students direct exposure to how negotiating theory is applied in actual situations.

**MGT 262 Principles of Management** 3 credits

An overview of the management process—planning, organizing, controlling, and understanding the challenges in implementing good management practices. Comparative management styles and processes, and the competencies that characterize an effective and innovative manager are examined. Reviews the role of a manager as an agent of change in a rapidly changing business environment.

**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*Prerequisite: 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*Prerequisite: MGT 262.*

This course explores the role of marketing in the global marketplace. Exploring a consumer perspective, the course exposes the student to the philosophies, concepts, and skills needed to manage the marketing function. Topics include an examination of the structure of the marketing process, including opportunity analysis, relationship marketing and consumer orientation, segmentation and the development of marketing strategies and the marketing mix, including e-commerce with a focus on the use of information management to develop marketing strategies and tactics.

**MKT 382 Retail Management** 3 credits*Prerequisite: MKT 280.*

This course offers a study of retail store management and various types of retailing establishments in our economy, with an emphasis on managing the retail function. The course analyzes the significant developments taking place in the major environments within which retailers must operate today—social, competitive, economic, technological, legal, and governmental.

**MKT 383 Sales Management** 3 credits*Prerequisite: MKT 280.*

Fundamentals of personal selling and sales force management are developed, including an analysis of the sales process and the sales plan. Emphasis is placed on sales administration as an element in marketing management.

**MKT 384 Direct Marketing and Sales Promotion** 3 credits*Prerequisite: MKT 280.*

An examination of the scope, opportunities, concepts, strategies, and applications involved in direct marketing and sales promotion. Special emphasis on database management, telemarketing, list management, direct mail, and fulfillment. Recent trends and technologies such as the role of the Internet and interactive media will be reviewed. Industry speakers will make presentations.

**MKT 480 Advertising Management** 3 credits*Prerequisite: MKT 280.*

A detailed analysis of today’s advertising agency, with emphasis on integration and application of advertising fundamentals. Particular attention is given to the creation, implementation, and evaluation of advertising campaigns.

**MKT 481 Marketing Research** 3 credits*Prerequisites: OPR 272 and MKT 280.*

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*Prerequisite: MGT 262.*

The purpose of this course is twofold. The first is to assist the student in learning the basic concepts of computer technology; this will include concepts and terminology necessary for the understanding of information systems. The second purpose of the class is to coach the student in learning Microsoft Office. In this part of the class, the student will gain proficiency in the use of Word, Excel, Access, and PowerPoint.

**OPR 272 Analytical and Statistical Modeling** 4 credits*Prerequisites: 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: 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 healthcare, 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** 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 as the vehicle for mastering the database implementation process. Given a design and implementation, the final step of the process is the ongoing monitoring and revision of the database management system as the organization, the users, and the database itself evolve.

**OPR 478 Management Information Systems** 3 credits*Prerequisite: OPR 271.*

Globalization of trade, the emergence of information economies, and the growth of the Internet and other global communications networks, have recast the role of information systems in business and management. The Internet is becoming the foundation for new business models, new business processes, and new ways of distributing knowledge. Companies can use the Internet and networking technology to conduct more of their work electronically, seamlessly linking factories, offices, and sales forces around the globe. This course fully explores the electronic business uses of the Internet for the management of the firm as well as the Internet's growing role in electronic commerce. It includes detailed treatment of enterprises that electronically link the firm to suppliers and other industry partners.





RUTH S. AMMON  
SCHOOL OF EDUCATION

## Ruth S. Ammon School of Education

*Harvey Hall, Room 130*

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

Perry Greene, *Associate Dean*

Patrice Armstrong-Leach, *Assistant Dean*

### *Professors*

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

### *Associate Professors*

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

### *Assistant Professors*

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

### *Visiting Assistant Professors*

Linda Landau  
Alice Pennisi

### *Clinical Faculty*

Daniel Bedard  
Diana Feige  
Anita Frey

### *Adjunct Clinical Faculty*

Felix Berman  
Leslie Edelman  
Resa Farbstein  
Jean Geyer  
Deanna Glassman  
Mary Lambert  
Cynthia Proscia  
Robyn Shapiro  
Bonnie Soman

## Philosophy and Departments

The Ruth S. Ammon School of Education is one of the largest private centers for the preparation of educational professionals in New York State with a proud history of graduating well-respected, sought after teachers, clinicians, and school administrators.

The School is composed of three departments: **Curriculum and Instruction; Health Studies, Physical Education and Human Performance Science; and Communication Sciences and Disorders.** Each department offers specific programs leading to undergraduate and graduate degrees. Some programs also offer advanced certificates for candidates seeking to extend their education. A number of programs offer community services that are also training opportunities for our candidates. For example, the School's Hy Weinberg Center offers an array of diagnostic and treatment options for children and adults with communication disorders and the Reading Clinic offers diagnosis and intervention for children having difficulty developing literacy skills.

All programs in the Ammon School of Education are committed to insuring that candidates have the knowledge, skills, and dispositions required in their field of study. As a School, we believe that educational professionals working in a complex multi-cultural society must not only be scholars, but also reflective practitioners who can grow and learn over time. We believe in inclusive communities that respect the contribution and worth of all indi-

viduals, and that educational professionals have the ability to change society. Finally, we seek to promote a holistic view of learning and the recognition that teaching is a creative act, that creativity and the arts enable schools to become more humane, just, and beautiful.

## Supervised Clinical Experience for Teacher Education

JoAnn Cosentino, *Director, Office of School and Community Partnerships*

A supervised clinical experience is provided for students completing their certification programs. Each experience is a full-time, daytime responsibility and includes a weekly seminar at Adelphi University. Specific course prerequisites for student teaching or the practicum 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 person qualifications, and satisfactory faculty recommendations. Students will be cleared for student teaching by their program director. Education Art Studies must take the Liberal Arts and Sciences Test (LAST), the ATS-W, and the CST in Art examination in order to qualify for certification. It is strongly recommended that all exams be taken prior to student teaching. Undergraduate students must have a 2.75 overall GPA and 3.0 in education courses to be eligible to student teach.

**Applications for the clinical experience** must be filed by March 1 for the following spring semester and December 1 for the following fall semester. Information pertaining to the clinical experience may be obtained through the Office of School and Community Partnerships.

## New York State Certification Requirements

Janet Drummond, *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 the application for Institutional Recommendation Online Process. Applications for certification are completed in the semester prior to graduation and may be obtained through the School of Education offices or the Office of the Registrar in Levermore Hall, Lower Level.

All teacher certification candidates recommended by Adelphi University for New York State certification must successfully complete the degree program requirements, including any deficiencies in the liberal arts and sciences, and student teaching. Art Education students are required to take HED 610 Health Education Training for Teachers (1 credit). STEP students must complete HED 571, Health Issues for the Educator or HED 607, Health Education Training for Children and Adolescents. All teaching certification candidates must take and pass the New York State Teachers Certification Examinations (NYSTCE) required for their particular area of certification.

Effective July 1, 2001, legislation requires all prospective school district employees and all individuals who apply to the New York State Education Department for certification to be fingerprinted for a criminal history background check in order to be cleared for employment or certification.

*Please note: Although you may already hold a valid certificate in another teaching area, the necessary parts of the NYSTCE are now required for all applicants seeking certification in an additional area. New York State Law now permits individuals with INS Permanent Resident status to qualify for a Permanent Teacher Certificate. For the most updated requirements you may con-*

tact the New York State Education Department at <http://www.nysed.gov/tcert/homepage.htm>.

New York State Teacher Certification Examinations (NYSTCE) registration bulletins are available in all School of Education office and the Office of the Registrar or online at [www.nystce.nesinc.com](http://www.nystce.nesinc.com). 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.

### **Independent Study**

Approval for independent study may 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 junior or senior year may take 500- and 600-level courses for undergraduate credit toward their bachelor's degree with adviser's approval or, with permission from the program chair, for graduate credit (courses for graduate credit will not count toward bachelor's degree).

### **Regional Labor Market**

Students are advised to go to the New York State Department of Labor Web site (<http://www.labor.state.ny.us/html/>), 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, NY 11801, (516) 934-8559.

---

# Department of Curriculum and Instruction

## Philosophy

Adelphi University's Ammon School of Education, and the Department of Curriculum and Instruction within it, advocate six core values, which are at the heart of our mission. What follows is a list of those values and a brief definition of each.

- **Scholarship**—we believe teachers must be scholars who value and engage in life-long learning.
- **Reflective Practice**—we understand the learning process as a fluid, complex, and dialogical process. Our educational philosophy then, stresses the value of learning through meaningful activity and reflection within a community of scholars/educators.
- **Social Justice**—we recognize learning as a sociocultural dynamic and therefore seek to frame our learning and service within the cultural, historical, and material contexts of the diverse populations of the New York metropolitan area. Educators must be aware of the ways schools may reproduce hierarchies based on race, class, gender, and sexuality. Awareness should lead to action as teachers embrace their roles as student advocates and active community members.
- **Inclusive Community**—our conception of learning as a sociocultural dynamic leads us to a philosophy that embraces community and collaboration. Democratic, collaborative learning communities that welcome diversity and honor the voices of all hold the most promise for individual as well as organizational progress.
- **Wellness**—our conception of learning is holistic. That is, we believe values and

personal growth in the physical, mental, social, emotional, and spiritual domains should be nurtured as well as skills and knowledge.

- **Creativity and the Arts**—in line with our emphasis on holistic education is our belief in the value of creative expression and artistic exploration to personal and professional growth. Creativity and vision are inherent in our conception of the good teacher. The creative process allows us to reflect on our world as well as envision ways of making it more humane, just, and beautiful. (For more about these core values, please visit our Web site at: <http://education.adelphi.edu/about/philosophy.php>.)

To ensure that each candidate is developing the knowledge, skills, and dispositions required in their chosen field, the School:

- Employs highly qualified instructors who teach curriculum aimed at fulfilling our mission.
- Requires candidates to have a range of fieldwork experiences prior to student teaching (if required by the program) in diverse settings so that they can be best prepared to work with many different kinds of students.
- Reflects on the effectiveness of its curriculum by using multiple sources of data (e.g., results of state teacher certification examinations, course evaluations, feedback from employers).
- Monitors all candidates to ensure that they meet our academic standards and that their professional behaviors are in keeping with the School's values and the highest expectations for educational professionals.

While each program within the department may use similar but different assessment tools (all aligned with our core values), each program monitors every candidate's knowledge, skills, and dispositions. Be sure to obtain spe-

cific information regarding the assessments used in your program at an orientation session or by meeting with an adviser.

### Programs of Study

Undergraduate students in the School of Education may undertake four-year baccalaureate programs of study in:

- Art Education
- Health Studies, Physical Education and Human Performance Science
- Communication Sciences and Disorders

These programs lead to the Bachelor of Arts (B.A.) and fulfill the requirements for New York State certification.

Undergraduate students may participate in a combined bachelor's and master's degree program: the Scholars Teacher Education Program (STEP), an innovative, five-year program for those preparing to teach at the childhood or adolescent levels.

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 adviser about the regulations governing independent study. Permission forms for Independent Study are available from the Office of the Dean.

*Courses are 3 credits unless noted otherwise.*

---

## Combined Bachelor's and Master's Degree: Scholars Teacher Education Program (STEP)

Carolyn Philips, *Director*

The Scholars Teacher Education Program (STEP) is a unique, five-year, combined bachelor's/master's program for undergraduate students preparing to teach at the childhood and adolescent grade levels. 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. Most 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; other students who major in one of the natural sciences or math may take longer. These students should consult with the appropriate academic adviser prior to enrollment to see exactly how long it will take to meet all requirements.

### Admissions Requirements

- Freshmen: minimum 3.0 high school GPA; SAT of 1000 or higher
- Transfer students: minimum 2.75 GPA

### STEP Childhood Education

Students in the STEP childhood education sequence must major in one of the liberal arts and sciences and complete the University General Education requirements. Please note: All liberal arts majors with the exception of dance are acceptable majors. If not met as part of the General Education program, childhood education STEP minors must take 4 credits in a laboratory science and 6 credits in a language other than English to fulfill NYS certification requirements in childhood education grades 1–6. Please see your education minor adviser to

determine whether you are eligible for a waiver of the language requirement. STEP Childhood Education minors must also complete the following STEP sequence:

**STEP Minor in Childhood Education** (35 credits)

**Freshman Year** (1 credit):

EST 102 Orientation Seminar (*1 credit*)

**Sophomore Year** (6 credits):

*Fall* 3 credits

EST 221 Child Development  
(Birth to Grade 6)

*OR*

PIA 115 Developmental Psychology

*Spring* 3 credits

EST 302 Perspectives on Learning and Teaching

*OR*

EST 310 Sociolinguistic Perspectives  
in Childhood Education

**Junior Year** (12 credits):

*Fall* 6 credits

EST 305 Child with Special Needs  
(25 field hours)

EST 304 Community, School,  
and Society

*Spring* 6 credits

EST 306 Student Assessment

EST 307 Introduction to  
Philosophy of Education

**Senior Year** (16 credits):

*Fall* 8 credits

EST 403 Teaching and Learning  
Mathematics (*4 credits*)

EST 404 Teaching and Learning  
Science (50 blocked  
field hours) (*4 credits*)

*Spring* 8 credits

EST 401 Approaches to Literacy  
in Childhood Education (*4 credits*)

EST 402 Social Studies and Critical  
Literacies in Childhood  
Education (50 blocked  
field hours) (*4 credits*)

**Fifth Year** (33 credits):

*Summer* 9 credits

ECH 595 Child Literacies: Literature,  
Culture, and the Arts

EST 574 Teaching and Learning  
Aesthetics

*OR*

Exploring the Arts Elective

Graduate Education Elective (under  
advisement)

*Fall* 12 credits

EDS 825 Masters Seminar: Inquiry  
in Teaching and Learning

EST 604 Classroom Management  
Strategies for  
Childhood Educators

HED 571 Health Issues for  
Elementary School  
Educators

Graduate Education Elective (under  
advisement)

*Spring* 12 credits

Choose three 1-credit workshops:

- EST 600 Technology in Education:  
Workshop (1 credit)
- EST 601 Diversity Issues in  
Education: Workshop (1 credit)
- EST 602 Peace Education:  
Workshop (1 credit)
- EST 603 Teachers as Advocates:  
Workshop (1 credit)

*AND*

- ECH 502 Reflective Practice  
Seminar in Childhood  
Education (3 credits)
- ECH 820 Student Teaching in  
Childhood Education  
Pre-Certification (6 credits)

## STEP Adolescence Education

Students in the STEP Adolescence Education sequence must major in one of the liberal arts and sciences appropriate to their content specialty and complete the University General Education requirements. If not met as part of the General Education program, Adolescence Education STEP minors must take 6 credits in a language other than English to fulfill NYS certification requirements in Adolescence Education 7–12.

*Please see your education minor adviser to determine whether or not you are eligible for a waiver of the language requirement.*

Students selecting the minor in adolescence education should major in the following areas:

- English Education: major in English
- Biology Education: major in biology
- Chemistry Education: major in chemistry
- Earth Science Education: major in environmental studies (must include a minimum of 30 credits in earth science)
- Mathematics Education: major in mathematics
- Physics Education: major in physics
- Social Studies Education: major in one of the following: anthropology, economics, history, political science, or sociology. Regardless of major, all minors in social studies education must take a minimum of 21 credits, including a course in geography, in U.S. history, world history, and a course each in economics, political science, introduction to sociology and introduction to psychology
- Language Instruction in French: major in French
- Language Instruction in Spanish: major in Spanish

## STEP Minor in Adolescence Education (28 credits)

**Freshman Year** (1 credit):

- EST 102 STEP Orientation Seminar (1 credit)

**Sophomore Year** (6 credits):

*Fall* (3 credits)

- PIA 116 Adolescent Psychology

*OR*

- EST 222 Adolescence Development

*Spring* (3 credits)

- EST 311 Sociolinguistic Perspectives in  
Adolescence Education

**Junior Year** (9 credits):

*Fall* (3 credits)

- EST 304 Community, School, and Society

*Spring* (6 credits)

- EAE 595 Youth Literacies: Literature,  
Culture, and the Arts
- EST 307 Introduction to Philosophy of  
Education

**Senior Year** (12 credits):*Fall* (6 credits)

Select One:

EDO 596 Inquiry and Expression: Literacy  
Across the Curriculum: HumanitiesEDO 597 Inquiry and Expression: Literacy  
Across the Curriculum: Math and  
ScienceContent Elective in English, Mathematics,  
History, or Science  
(under advisement)*Spring* (6 credits)

Choose one (major related):

EAE 513 Instruction and Assessment in  
Mathematics Education (25 field  
hours)EAE 517 Instruction and Assessment in  
Science Education (25 field hours)EAE 518 Instruction and Assessment in  
Social Studies Education (25 field  
hours)EST 580 Service Learning and Composition  
(English majors only, others by  
permission) (25 field hours)EEC 560 Managing Inclusive Environments  
(25 field hours)

Total spring field hours = 50-hour block.

Language instruction minors will follow the same pattern as above with a field-based course in the spring of the fourth year and another in the fall of the fifth year.

**Fifth Year** (33 credits):*Summer* (9 credits)EST 574 Teaching and Learning Aesthetics  
Exploring the Arts Elective*OR*HED 607 Health Promotion for Children and  
AdolescentsGraduate Elective: under advisement (Math,  
Social Studies, Science)Graduate Content Elective: under advisement  
(English majors)*Fall* (12 credits)EAE 860 Masters Seminar: Inquiry in  
Teaching and Learning

Choose one (major related):

EAE 511 Instruction and Assessment in  
English Education (50 field hours)EAE 613 Secondary Mathematics Content,  
Pedagogy and Assessment:  
Learning from Master Teachers  
(50 field hours)EAE 617 Secondary Science Content,  
Pedagogy and Assessment:  
Learning from Master Teachers  
(50 field hours)EAE 618 Secondary Social Studies Content,  
Pedagogy and Assessment Learning  
from Master Teachers (50 field  
hours)

Choose one (major related):

EAE 598 Teaching Composition (English  
majors)Graduate Elective in Math, Science, or Social  
Studies (under advisement)

Graduate Elective (under advisement)

Total fall field hours = 50-hour block

*Spring* (12 credits)

Choose three 1-credit workshops:

EST 600 Technology in Education:  
Workshop (*1 credit*)EST 601 Diversity Issues in Education:  
Workshop (*1 credit*)EST 602 Peace Education: Workshop  
(*1 credit*)EST 603 Teachers as Advocates:  
Workshop (*1 credit*)EAE 820 Student Teaching in Adolescence  
Education Pre-Certification  
(*6 credits*)*OR*EDU 637, 639 STEP Internship, Adolescent  
(fall and spring) (*6 credits*)EAE 503 Reflective Practice Seminar in  
Adolescent Education

## Art Education

Artistic activity is a psychologically integrating experience that naturally calls forth self-direction, learning through the senses, and multidimensional ways of knowing. The special mission of art education is to support the development of perceptual sensitivity and depth of expression within a cultural and educational context that is too often disconnected from both the outer world of the senses and the hidden world of imagination and inspiration. The goal of the program in art education is to develop art educators who can understand artistic development across the lifespan and the relationship of the sensory and kinesthetic domains to art-making; awaken and support the exploration of ideas, feelings, and experiences through developmentally sensitive means and materials; appreciate the role the arts can play in opening cross cultural understandings; and maintain a lively commitment to their own artistic practice.

Majors in art education complete a full major in art (see appropriate section under the College of Arts and Sciences in this *Bulletin*), while taking the following art education sequence:

### Art Education Core (15 credits)

- EAR 203 Introduction to Art Education
- EAR 220 Artistic Development: Childhood through Adolescence
- EAR 410 Instruction and Assessment in the Visual Arts
- EAR 540 Student Teaching and Reflective Practice Seminar in Art Education (6 credits)

### General Pedagogical Core (13 credits)

- EST 221 Child Development (Birth–Grade 6)

- EST 222 Processes of Learning II (Grades 7–12)
  - EST 304 Community, School and Society
  - EST 305 The Child with Special Needs
  - HED 610 Health Education Training for Teachers (1 credit)
  - ECH 595 Childhood Literacies: Literature, Culture, and the Arts
- OR*
- EAE 595 Youth Literacies: Literature, Culture, and the Arts

In order to be certified as an art educator in New York State, students must achieve passing scores on the LAST (Liberal Arts and Sciences Test) and ATS-W (Assessment of Teaching Skills) and CST (Content Specialty Test in Art). These tests are part of the NYSTCE (New York State Teacher Certification Examination).

Students must apply for student teaching (EAR 540) by the following dates:

- For a fall placement: February 1
- For a spring placement: June 15

Important deadlines and dates for student teaching meetings are posted outside of the Office of School and Community Partnerships, Harvey Hall, room 111.

The following courses require fieldwork:

- EAC 220: 25 hours
- EAR 510: 50 hours
- EST 305: 25 hours

*(Please note: All students must fulfill the University General Education requirements. In addition, if not met through the General Education program, art education majors must complete 6 credits in a language other than English, unless waived by an adviser.)*

---

## Department of Health Studies, Physical Education and Human Performance Science

Steven J. Virgilio, *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 Studies, 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 also 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's 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. Teacher Certification students must achieve the minimum grade C– or better in all PED courses.

## Concentrations

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 science and pre-physical therapy/allied health. Field experience is required.
- **Sport 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.

*Courses are 3 credits unless noted otherwise.*

## Requirements for Major Leading to the Bachelor of Science (B.S.) with Professional Certification

(Physical Education Teacher: K–12)

### Theoretical Foundations (44 credits)

PED 100	Principles of Health and Physical Education
PED 167	First Aid and Injury Control
PED 290	Technology in Health and Physical Education
PED 315	Motor Development
PED 340	Curriculum and Teaching
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 469	Adapted Physical Education
PED 470	Health and Fitness
PED 488	Practicum I, II (2 credits)
PED 505	Professional Seminar
PED 525	Curriculum and Instruction in Physical Education
PED 550	Workshops in Physical Education: Leadership: Violence Prevention

### Physical Education Methodology

(15–18 credits)

*Courses are 1–2 credits each.*

PES 100	Swimming
PED 210*	Tumbling Methods
PED 230*	Track and Field Methods
PED 237*	Group Games
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 Fundamentals
PED 515	Team Handball
PED 550*	Workshops in Physical Education: Project Adventure

\* Required

**Education Core** (18 credits)

Choose one:

EST 221 Child Development (Birth– Grade 6)

OR

EST 222 Adolescent Development

OR

PIA 115 Developmental Psychology

AND

EST 304 Community, School, and Society

PED 340 Curriculum and Teaching

PED 525 Secondary Methods in Physical  
EducationPED 536 Student Teaching in Physical  
Education (6 credits)**Biology** (8 credits)BIO 203, 204 The Human Body:  
Scientific Perspectives on  
Structure and Function, I, II  
(4 credits each)**Other Courses** (6 credits)

Literacy (any course)

Language

Students majoring in physical education (exercise science/sports management) who are not seeking New York State Teacher Certification must complete 24 credits of Theoretical Foundations and 15 credits of appropriate physical education electives.

### **Requirements for Major in Sport Management and Exercise Science Leading to the Bachelor of Science (B.S.)**

(Without teacher certification)

**Exercise Science Foundations**

(Required 44 credits)

\*BIO 203, 204 The Human Body: Scientific  
Perspectives (4 credits each)

HED 506 Health and Nutrition

PED 100 Principles of Health and PE

PED 167 First Aid and Injury

PED 288 Sports Medicine

PED 290 Technology in HPE

PED 315 Motor Development

PED 375 Social Issues

\*PED 461 Kinesiology

\*PED 463 Physiology of Exercise

\*PED 470 Health and Fitness

PED 472 Techniques of Athletic Training

PED 491 Independent Study (1–6 credits)

**Exercise Science Elective** (16 credits)**Additional Electives** (32 credits)**Sport Management**

(Required 22 credits)

PED 100 Principles of Health and Physical  
Education

PED 205 Introduction to Sports Management

PED 275 Introduction to Sports Marketing

PED 290 Technology in HPE

PED 370 Aspects of Coaching

PED 375 Social Issues in Physical Education  
and Sports

PED 492 Practicum (1–6 credits)

PED 550 Sport Management Topics (1 credit)

**Sport Management Electives**

Sport Management (15 credits)

Clusters (12–24 credits)

Business or Communications

**Pre-Physical Therapy/Allied Health**

Requirements include all foundations and electives from exercise science. The additional electives should include course work in the basic sciences, such as biology, chemistry and physics. Statistics and/or calculus may also be required.

**Joint Degree Program in Physical Therapy**

Adelphi University and the New York College Medical School of Health Sciences in Valhalla, New York, offer a combined seven-year B.S./D.P.T. degree program in physical therapy. See Chapter X for more information.

\* Exercise Science and PE students must attain a grade of C– or higher to be eligible for continuance, practicum, or enrollment into 500-level courses.

## 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 and physical education, plus student teaching in both health and physical education. In addition, students are also required to pass the New York State Teacher Certification Examination (Liberal Arts and Sciences–LAST), the Assessment of Teaching Skill–Written (ATS-W), and both the content exams in Health and Physical Education.

### Physical Education Required Courses

(41 credits)

PED 290	Technology in HPE
PED 315	Motor Development
PED 375	Social Issues in Physical Education and Sports
PED 380	Elementary Physical Education
PED 461	Kinesiology
PED 463	Physiology of Exercise
PED 488	Practicum
PED 505	Professional Seminar
PED 200+	Skill Methods Courses (1–2 credits)
PED 550	Leadership Development

### Health Courses (45 credits)

#### I. Required (22 credits)

HED 372	Human Sexuality
HED 373	Essentials of Healthful Living
HED 488	Practicum (1 credit)
HED 501	Dynamics of Substance Abuse
HED 504	Comprehensive Health Education for Secondary School Teachers

Electives (6 credits)

HED 571	Health Issues for Elementary School Educators
---------	---

## II. Physical Education and Biology Courses that Count as Health Courses

(17 credits)

PED 100	Principles of Health and Physical Education
PED 167	First Aid and Injury Control
PED 470	Health and Fitness
BIO 203, 204	The Human Body: Scientific Perspectives on Structure and Function I, II (4 credits each)

## III. Other Courses that Count as Health Courses (6 credits)

HED 370	Psychosocial Health Issues
HED 505	Multidimensional Aspects of Stress
HED 506	Health and Nutrition
HED 520	Topics in Health
Freshman Seminar 110	Optimal Health

## Professional Education Courses (12 credits)

EST 221	Child Development (Birth to Grade 6)
---------	--------------------------------------

OR

PIA 115	Developmental Psychology
EST 304	School and Society

## Student Teaching in Health and Physical Education (3 credits and 6 credits)

HED 537	Student Teaching in Health
PED 536	Student Teaching in Physical Education (6 credits)

*Note: For students graduating with more than 120 credits, approximately 6 to 9 credits can be used towards graduate credits if signed up ahead of time.*

## Minors in Health and Physical Education (18–21 credits)

Students have an opportunity to select minors in health, sport management, exercise science, or physical education. Each minor requires 18–21 credits in a specific area of study that has been established with the help of an adviser.

---

## Department of Communication Sciences and Disorders

Susan Hendler Lederer, *Chair*  
Yula Serpanos, *Undergraduate Program Director*

The Department of Communication Sciences and Disorders has programs at the undergraduate, graduate, and doctoral levels. The undergraduate program 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. A unique component of this program is that students are provided with hands-on clinical experience in speech language pathology and audiology.

### 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. The curriculum is designed to provide the necessary academic and clinical course work for graduate school. Our program includes the academic and clinical prerequisites required for national certification by the American Speech-Language-Hearing Association (ASHA) and New York state licensure. In addition, students can elect to take academic courses necessary to meet New York State Teacher of Students with Speech and Language Disabilities (TSSLD) certification requirements. The clinical requirement (student teaching) is provided only on the graduate level.

### Grade Requirements

Students must maintain a minimum overall GPA of 2.75. If a student's GPA 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 in the major at Adelphi, the student will be dismissed from the program. If a student has earned one grade of C within the first 15 credits of SPE courses and then earns a second 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 D or F in any major course, at any time, will be dismissed from the program.

No student will be permitted to graduate with more than one major C. 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. All students are required to take two writing courses. No more than one B– will be accepted.

It is the responsibility of the student to consult with his or her academic adviser, the *University Bulletin*, and the *Student Handbook*, regarding program policies and procedures. Required courses may not be taken Pass/Fail.

### The Hy Weinberg Center for Communication Disorders

Bonnie Soman, *Director*

The principal functions of the Hy Weinberg Center for Communication Disorders are the preparation of undergraduate and graduate students in speech-language pathology and audiology; research in the areas of speech, language, and hearing disorders; and clinical service to the community. Clients present with a wide range of communication impairments across the

life span. Both individual and group therapy is provided. The Center is equipped with state-of-the-art clinical audiometric instrumentation; the Center also houses speech and hearing science laboratories. The laboratories contain acoustic and physiologic instrumentation for objective measurement of important parameters of speech and voice. A newly installed video monitoring system enables students, supervisors, and family members to observe therapy. 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.

*Courses are 3 credits unless noted otherwise.*

## Requirements for the Major in Communication Disorders Leading to the Bachelor of Arts (B.A.)

Requirements for the Major in Communication Disorders Students majoring in communication disorders must complete 48 credits in speech and 28 additional credits in interdepartmental requirements. University-wide General Education requirements must also be met.

**Speech Requirements** (48 credits in speech and 25 additional credits):

SPE 100 The Speech-Language and Hearing Professions

SPE 110 Oral Communication in the Professional World

*OR*

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 201 Scientific and Professional Writing in CSD

SPE 220 Introduction to Speech Science

SPE 350 Survey of Developmental Language Disorders

SPE 351 Survey of Speech Disorders

SPE 352 Clinical Audiology

SPE 353 Audiologic Rehabilitation

SPE 355 Introduction to the Clinical Process

SPE 356 Clinical Practice in Speech-Language Pathology (*2 credits*)

SPE 357 Clinical Practice in Audiology (*1 credit*)

SPE 400 Current Issues in Speech-Language Pathology and Audiology

SPE 410 Survey of Acquired Neurogenic Disorders

**Interdepartmental Course Requirements** (28 credits):

*Required:*

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

PIA 101 General Psychology

LIN 103 Descriptive and Historical Linguistics

ENG 107 Art and Craft of Writing

**Physical Science Course** (one)

**Psychology/Child Development Course** (choose one):

PIA 115 Developmental Psychology

PIA 116 Developmental Psychology—Adolescence

EST 221 Child Development

EST 222 Adolescent Development

**Statistics Course** (choose one):

PIA 137 Psychological Statistics (*4 credits*)

MTH 113 Survey of Statistics

**Social Science Elective** (one, by advisement)

**Related Elective** (two, by advisement)

## **Elective Course Work**

### **TSSLD Certification**

Students interested in academic course work leading to certification as a Teacher of Students with Speech and Language Disabilities (TSSLD) can elect to enroll in the following courses:

- EDU 304 Community, School, and Society
- HED 610 Health Education Training for Teachers (*1 credit*)
- SPE 561 Speech Language Pathology in a School Setting

### **Bilingual Extension Certification**

Seniors fluent in a language other than English, graduate courses in bilingual education leading to the Bilingual Extension to the TSSLD can be taken with adviser approval. Clinical practicum in a school setting is provided at the graduate level only.

---

## COURSES OF INSTRUCTION

### SCHOOL OF EDUCATION

---

#### ART EDUCATION

##### **EAR 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.

##### **EAR 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. 25 hours of fieldwork required.

##### **EAR 401 Exploring the Arts: Visual Arts** 3 credits

This course is designed to familiarize prospective teachers with the infinite possibilities of understanding through sensory exploration in their own lives and in the classroom. Course participants will engage in firsthand sensory-based exploration of various materials, which can stimulate artistic expression, idea formation, and meaning-making in students. Ongoing dialogues, readings, discussion, and written work will augment studio work. While broadening future teachers' understandings about education in general, this course will enable teachers of all disciplines to move beyond conventional notions about schooling and engage their classrooms as exciting, exploratory arenas of natural learning. No prior artistic background is necessary. Cross-listed with EAR 501.

##### **EAR 410 Instruction and Assessment in the Visual Arts** 3 credits

*Prerequisites: EAR 203, 220 and EST 221, 222, 305*

This course introduces art education students to the creation of developmentally appropriate lesson plans in a variety of visual arts media for grades PreK–12. Topics such as assessment and the New York State Learning Standards in the Arts will be addressed. Students are required to complete 50 hours of fieldwork. Cross-listed with EAR 510.

##### **EAR 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 PreK–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.

---

## SCHOLARS TEACHER EDUCATION PROGRAM (STEP) ADOLESCENT

##### **EAE 511–518 Instruction and Assessment in Adolescent Education** 3 credits

These courses (511-English; 513-Mathematics; 517-Science; 518-Social Studies) introduce secondary education and special subject students to issues in curriculum and methods in the content area. These courses look specifically at the curriculum in each subject area and particular forms of pedagogical knowledge and methods appropriate to teaching in each subject. Where appropriate, integrative and interdisciplinary approaches across content areas are explored. Students are required to complete fieldwork in secondary schools.

##### **ECH 595 Child Literacies: Literature, Culture, and the Arts** 3 credits

A critical introduction to curriculum and pedagogy in humanities education for children, including the arts, language arts, and literature, in the context of cultural and media studies. This course provides the foundations for literacy instruction to children in the communicative arts through a genre-based survey of children's literature. Emphasis is placed on reading and writing across the content areas through the frameworks of literary theory and literature-based curriculum design. In-depth consideration of trends and issues in children's literature are also explored, particularly topics related to political, cultural and social themes. Key aspects involve methods of reading guidance through reading aloud, storytelling, choral reading, reader's theatre, drama and other forms of interactive interpretation, as well as strategies engaging the fine arts, music and movement, and creative writing.

**EST 102 Orientation Seminar** *1 credit*  
*Meets 7 consecutive sessions.*

This 1-credit course brings the STEP freshman 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 their master's degree studies.

**EST 221 Child Development (Birth to Grade 6)** *3 credits*

Review of research and theory in child development from birth through age 12 as it relates to issues of curriculum, teaching, and learning. The course will address issues of atypical development, multicultural influences on development, and the effects of gender, ethnic, racial, and class differences on child development. Relationships between family, community, and school are addressed. No formal field experience, but a field project may be required.

**EST 222 Adolescent Development** *3 credits*

Review of research and theory in adolescent development from age 12 through age 18 as it relates to issues of curriculum, teaching, and learning. The course will address issues of atypical development, multicultural influences on development, and the effects of gender, ethnic, racial, and class differences on adolescent development. Relationships between family, community, and school are addressed. No formal field experience, but a field project may be required.

**EST 302 Perspectives on Learning and Teaching** *3 credits*

*Childhood only.*  
Critical and reflective applications of psychological theories to the world of teaching are explored. Topics include the nature of learning and purpose of teaching; motivation; classroom management; and approaches to instruction and evaluation. Contexts of learning are explored including family and community contexts; linguistic and ethnic diversity; and teaching children with special needs. No formal field experience, but a field project may be required.

**EST 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.

**EST 305 The Child with Special Needs** *3 credits*  
*Childhood only.*

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. 25 hours of fieldwork required.

**EST 306 Student Assessment** *3 credits*

This course includes 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 and students will receive instruction in beginning the process of electronic portfolio construction. 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. No formal field experience, but a field project is required.

**EST 307 Introduction to Philosophy of Education** *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.

**EST 310 Sociolinguistic Perspectives and Childhood Education***3 credits*

This course introduces students to sociolinguistic perspectives on language use and language learning. The course provides students with a foundational understanding of the concepts of language contact, language variation, and language acquisition. Students will explore the language policies of the United States; analyze how societal structures affect the schooling of English language learners; and be introduced to theories of how elementary school students can become bilingual and biliterate.

**EST 311 Sociolinguistic Perspectives in Adolescence Education***3 credits*

This course introduces students to sociolinguistic perspectives on language use and language learning. The course provides students with a foundational understanding of the concepts of language contact, language variation, and language acquisition. Students will explore the language policies of the United States, analyze how societal structures affect the schooling of English language learners and be introduced to theories of how elementary school students can become bilingual and biliterate.

**EST 401 Approaches to Literacy in Childhood Education***4 credits*

This course explores the foundations of literacy instruction from cognitive, developmental, historical and socio-cultural perspectives. Emphasis is placed on the theory and practice of language acquisition and instructional approaches to reading comprehension, word building, vocabulary development and fluency. In addition, the evaluation of literacy resources and the idea of personal enrichment through literacy will be explored. Class sessions will combine discussion, reading response groups, presentations, videos, and other learning experiences. Throughout the course, students will consider ways in which teachers can establish classroom environments that support all students' literacy and learning. Students will also reflect upon the ways in which readers actively construct meaning through the use of multiple cueing systems, reading as "transaction" and literacy as a social practice. Readings and personal writings focus on the plurality of literacies and the interrelationship of language, thought, and culture. 25 hours of fieldwork required.

**EST 402 Social Studies and Critical Literacies in Childhood Education***4 credits*

Through an integrated curriculum approach, students are introduced to the major issues in social studies. The technology component will include tools for creating concept maps, webs and timelines, and web-based research. 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. Key aspects involve writing inclusive history for children, critical analysis of children's literature and textbooks, and life history research. 25 hours of fieldwork required.

**EST 403 Teaching and Learning Mathematics 1–6***4 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. 25 hours of fieldwork required.

**EST 404 Teaching and Learning Science 1–6***4 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. 25 hours of fieldwork required.

**EST 510 Visions and Practices in Middle School Education***3 credits*

This course will orient new and prospective educators to the philosophy, pedagogy, and organization of middle school teaching. Upon completion of the course, students will have a greater understanding of the nature and needs of the young adolescent learner in order to maximize the educational experience. Topics include content and performance standards for middle-level schools; teaching mixed ability groups; managing student behavior and communicating with parents; instructional strategies for young adolescents; interdisciplinary instruction and programming; teacher teams; and improving student achievement.

**EST 574 Teaching and Learning Aesthetics***3 credits*

This course enhances student understanding of the importance 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.

**EST 580 Service Learning and Composition***3 credits*

*English education minors only. Others by permission.*

This course is designed to offer educators a bridge between educational theory focused on social justice and practice in the field. Students will explore the theories underlying inquiry-based learning, service learning, and critical literacy. Theory will be examined in light of actual practice, as students analyze successful models of inquiry learning and service learning projects through course readings as well as through fieldwork with area educators who enact service learning as part of their curricula.

**EST 600 Technology in Education: Workshop** *1 credit*

This course introduces students to the varied possibilities of integrating educational technology into their teaching. It provides students with an understanding of how to integrate educational technology into their teaching by reflecting on lesson objectives; student roles and their own teaching role/roles in relation to the educational technology. In addition, the course will help students to construct a theoretical framework, which they can use to help them integrate educational technology into their teaching.

**EST 601 Diversity Issues in Education: Workshop***1 credit*

The two day long workshops will have two themes. One portion of each workshop will focus on raising group consciousness about diversity through poetry reading, sharing of handouts and short articles. In addition, there will be a series of experiential activities from Kivel's *Uprooting Racism*. In the second part of each workshop students will engage in curriculum design activities utilizing diversity and social justice principles.

**EST 602 Peace Education: Workshop***1 credit*

This intensive course will explore core concepts of peace education, non-violence, and conflict resolution, providing an opportunity for planning and application of these concepts in the K–12 classroom. Students will explore historical perspectives of violence and war, peace and justice, peace education, and conflict resolution and develop the lessons and pedagogy necessary to support a culture of peace.

**EST 603 Teachers as Advocates: Workshop***1 credit*

This course will introduce beginning teachers to their role as advocates for young people and their communities. Resources available to educators, in both the school system and the community, will be explored alongside strategies for action. Coalition building for teachers, administrators, support staff, and community organizations will be analyzed in terms of the law, ethics, and efficacy.

**EST 604 Classroom Management****Strategies for Childhood Educators***3 credits*

The purpose of this course is to engage beginning teachers with the challenge of creating learning communities in settings that diminish anxiety and enhance the emotional wellbeing of children. The special challenges that discipline, community building, and classroom management make on student teachers and first-year teachers are explored. Cultural differences and special needs are also considered.

**EST 637, 639 STEP Internship****Secondary I, II***3 credits each*

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.

**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 501 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 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.

**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.

**HED 610 Health Education Training for Teachers***1 credit*

This course explores health issues relevant to students (K–12); child abuse and abduction prevention, violence prevention, HIV/AIDS education, sexuality education, chronic and communicable diseases, puberty, sexual orientation, tobacco, alcohol and other drugs, nutrition, physical fitness, body image, and mental health. Course work in violence prevention, drug education, HIV/AIDS and child abuse will satisfy NYS certification mandates for elementary school teachers. This course is designed to prepare educators with the skills and knowledge necessary to develop and teach a comprehensive health education program for students. Students will utilize concepts such as multiple intelligence, cooperative education, curriculum integration, and skill acquisition as they relate to curricula that they can implement in their own classrooms.

---

**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.

**PED 167 First Aid and Injury Control***3 credits*

Emergency first aid and CPR procedures. Certification in both.

**PED 205 Introduction to Sport Management***3 credits*

An introduction for students interested in the administration or management of sport and athletics. The course will explore the various issues with sport management and the numerous career opportunities.

**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 515 Team Handball****PED 275 Introduction to Sport Marketing***3 credits*

An introduction to marketing concepts and promotional ideas in sport. The course will examine the professional, collegiate, school, and recreational sport marketing strategies.

**PED 288 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 290 Technology in Health and Physical Education***3 credits*

Overview of computer applications and software related to health and physical education.

**PED 305 Sport and Public Relations***3 credits*

An overview of the impact of sport on society and the potential for both the positive and negative aspects affecting the public's image of sport.

**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 340 Curriculum and Teaching** 3 credits*Physical education majors only.*

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.

**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 credits*Prerequisite: Permission of instructor.*

Observation and fieldwork in the various therapies, including corrective therapy, recreation therapy, and dance therapy.

**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.

**PED 525 Curriculum and Methods of Instruction in Physical Education** 3 credits

The course encourages a reflective approach to teaching and curriculum design in physical education. Special attention is given to the identification and adoption of appropriate teaching behaviors related to effective teaching research as applied to the New York State Standards. Critical to the process of developing effective teaching behaviors is time devoted to planning, implementing and refining curricular components with a reflective and integrative approach.

**PED 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.

**PED 550 Workshops in Physical Education** 3 credits

Specialized, in-depth workshops relative to teaching, special physical education, sports medicine, exercise physiology, or sports management. Includes leadership in violence prevention.

**Physical Education Skills Courses** 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 a half-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 200 Yoga****PES 200 Ballroom Dancing****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****COMMUNICATION SCIENCES AND DISORDERS****SPD 121 Beginning Sign Language** 3 credits

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 the course other than the beginning will depend on satisfying completion of the previous course or permission of the instructor.

**SPD 122 Intermediate Sign Language** 3 credits

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 the course will depend on satisfying completion of the previous course or permission of the instructor.

**SPE 100 The Speech-Language and Hearing Professions** 3 credits

This course will introduce students to the discipline of communication sciences and disorders and the professions of speech-language pathology and audiology. Students will be required to observe speech-language pathologists and audiologists at work in various settings via class site visits.

**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 or understanding the organizational structures and cultures, the interview process, persuasion, and delivery of information.

**SPE 112 Public Speaking** 3 credits

Advanced theory and practice in organization, oral style, and presentation of formal speaking. Persuasion, argumentation, and analytical skills are emphasized.

**SPE 138 Sound and the Auditory Mechanism** 3 credits*Prerequisites or corequisites: BIO 203 and 204.*

This course introduces students to the physical bases of sound; the anatomy, physiology, neuroanatomy, and neurophysiology of the auditory and vestibular systems; and the basic principles of psychoacoustics.

**SPE 140 Anatomy and Physiology of the Speech Mechanism** 3 credits*Prerequisites or corequisites: BIO 203 or 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*Pre/Corequisite: SPE 140, BIO 203 or 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, pragmatics and metalinguistics. Application of language acquisition theories to children in natural settings are discussed, as well as issue related to cultural/linguistic diversity.

**SPE 201 Scientific and Professional Writing in Communication Sciences and Disorders** 3 credits*Prerequisite: ENG 107 or equivalent.*

This course will focus on the principles of clinical and academic/scientific writing required in the discipline of communication sciences and disorders. Students will learn conventions of writing for research papers using APA style. Additionally, students will be introduced to the writing required for various clinical professional reports.

**SPE 220 Introduction to Speech Science** 3 credits*Prerequisites: SPE 140, 142*

Survey of the methods of instrumental analyses used to study voice and speech production with emphasis on the physiology of respiration, phonation, and articulation and on the acoustic analysis of normal speech. Students will engage in hands-on experience with a variety of instruments used to analyze speech production.

**SPE 350 Survey of Developmental Language Disorders** 3 credits*Prerequisites: required freshman and sophomore courses.*

This course will focus on language disorders in children from birth to age 21. The nature of the disorder, assessment, intervention, and prevention for children with specific language impairment, language-learning disabilities, autistic spectrum disorders, and mental retardation will be addressed. Discussions of cultural/linguistic diversity and literacy will be included.

**SPE 351 Survey of Speech Disorders** 3 credits*Pre/Corequisites: required freshman and sophomore courses.*

This course will explore speech disorders with known (e.g., oral motor issues, childhood apraxia speech, cleft palate, cerebral palsy, stuttering, cluttering) and unknown (e.g., phonological impairment) etiologies. The oral-sensory-motor exam plus disorder-specific assessment and intervention strategies will be discussed. Special topics will include augmentative/alternative communication and feeding therapy in children.

**SPE 352 Clinical Audiology** 3 credits*Pre/Corequisite: SPE 138.*

This course provides an introduction to the profession of audiology and the components and interpretation of standard audiometry, including the test methods of pure tone, speech and immittance audiometry. Particular emphasis will be placed on audiogram interpretation. Students will be provided with opportunities to observe clinical testing.

**SPE 353 Audiologic Rehabilitation** 3 credits*Prerequisites: SPE 138 and 352.*

This course is designed to give students an understanding of the fundamental principles and practices of aural (re) habilitation, including hearing aids, cochlear implants, assistive listening devices, communication strategies training, auditory training, speech reading, and audiological counseling. Students will be provided with observation and participation opportunities.

**SPE 355 Introduction to the Clinical Process** 3 credits*Prerequisite: SPE 144. Pre/Corequisites: SPE 350.*

The purpose of this course is to introduce students to theoretical, practical, and professional issues related to clinical practice and clinical writing. Students will observe and reflect on 25 clock hours of speech-language therapy.

**SPE 356 Clinical Practice in Speech Language Pathology** 2 credits*Prerequisites: All freshman and sophomore courses and SPE 350, and 355.*

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 Audiology** 1 credit*Prerequisite: All freshman and sophomore courses and SPE 352.*

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 theoretical, clinical, and professional issues in communication sciences and disorders. Topics, based on student interest, may include autistic spectrum disorders, technology in CSD, oral-motor intervention, deaf education, baby signs, inclusion, disability rights, and/or sensory processing dysfunction.

**SPE 410 Survey of Acquired Neurogenic Speech Disorders** 3 credits*Pre/Corequisite: Required freshman and sophomore courses.*

The purpose of this course is to introduce students to theoretical, neurological and clinical aspects of language and motor speech disorders of adults.

**SPE 490 Independent Study** 2-3 credits*By advisement.*

**SPH 561 Speech-Language Pathology  
in a School Setting** *3 credits*

This course will focus on the varied roles of the Speech-Language Pathologist/Teacher of Student with Speech and Language Disabilities in a school setting. Course content will include an overview of the educational system, models of education (e.g., charter schools, BOCES), federal special education legislation and New York State standards of learning, characteristics of learners with disabilities, models of service delivery (e.g., inclusion, push-in, pull-out), collaboration, screening/testing, IEP and curricula development, current issues, and classroom management.

**SPH 603 Language Disorders in Children I** *3 credits*  
An in-depth study of language disorders in young children. Emphasis will be on clinical assessment and intervention of language and emergent literacy in natural contexts such as collaborative pretend play, shared book reading, and other developmentally appropriate activities. Focus will be on children with specific language impairment.

**SPH 609 Psychoacoustics and  
Instrumentation** *4 credits*

This course will examine the processes underlying normal auditory perception, including such phenomena as sensitivity, masking, loudness, and pitch; the physiological mechanisms influencing perception; and the instrumentation and techniques used to measure these phenomena. Topics include the basic physiological, acoustical, electrical, physical, and psychoacoustical principles involved in the practice of audiology. Laboratory exercises in the topic areas will be required.

VII



SCHOOL OF  
NURSING

## School of Nursing

*Alumnae Hall, Room 220*

Patrick Coonan, *Dean*

Email: Coonan@adelphi.edu

Jane White, *Associate Dean for Research and Graduate Programs*

Ann Peirce, *Associate Dean for Academic Affairs*

Nancy Cole, *Assistant Dean*

Laurinda Cacciola, *Counselor for Undergraduate Programs*

Jodi DiGennaro, *Assistant to the Dean for Administrative Services*

Patricia Garofalo, *Director of Manhattan Nursing and Coordinator of Extension Programs*

Deborah Lee, *Coordinator of the Learning Resource Lab*

Kelly Nicholson, *Coordinator of Quality Assessment, Regulatory Affairs, and Alumni Outreach*

Karen Pappas, *Director of Professional Development and Lifelong Learning*

Sharon Sussman, *Coordinator of Clinical and Community Affairs*

### *Professors*

Patrick Coonan

Jane White

### *Associate Professors*

Judith Ackerhalt

Veronica Arikian

Christine Coughlin

Maryann Forbes

Linda Sue Greenfield

Stephen Holzemer

Joan Kearney

David Keepnews

Marilyn Klainberg

Myrtle-Denise Pollard

Marybeth Ryan

Arlene Trolman

Joan Valas

### *Assistant Professors*

Elizabeth Cohn

Xaiomei Cong

Diane Dembicki

Bonnie Ewing

Y'Vonne Gray

Clarilee Hauser

Mary Hickey

Wm. Daniel Roberts

K.C. Rondello

Lorraine Sanders

Margaret Silver

Shiow-Ying Yang

### *Visiting Assistant*

*Professor*

Patricia Eckardt

### *Visiting Associate Professor*

Roberta Marpet

### *Clinical Assistant Professors*

Deborah Ambrosio-Mawhirter

Kenya Beard

Stefni Bogard

Jacqueline Brandwein

Teresa Mascitti

## Professional Philosophy

The mission of the Adelphi University School of Nursing is to educate nurses who will be influential in the transformation of healthcare in the 21st century. As a constituent of the University, the School of Nursing is committed to the study of liberal arts, sciences, and nursing.

The scope of professional nursing requires specialized knowledge and skills, based on 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, as well as provision of dignity at the end of life. Human beings—individually and as members of families, groups, and communities—are the focus of the profession. In keeping with these principles, the School of Nursing teaches the fundamental value of all people and their potential for being and becoming throughout their lives. Nursing students at Adelphi learn to be accountable to clients, society, and the profession for the quality of care they provide. They also learn that health-related behavior is an individual choice and that health is individually and culturally defined. Respect for self-determination and awareness of cultural diversity are integral to the curriculum.

## 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 track 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. The baccalaureate nursing program is also accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C. 20036-1120, (202) 887-6791. The School holds membership in the Council of Baccalaureate and Higher Degree Programs in the National League for Nursing, the American Association of Colleges of Nursing, and the Commission on Collegiate Nursing Education.

*Courses are 3 credits unless otherwise noted.*

## 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 empha-

sized 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)

BIO 203 The Human Body: Scientific Perspectives on Structure and Function I (*4 credits*)

English Competency General Education

Freshman Orientation

Freshman Seminar

General Education Distribution

*Spring* (13 credits)

BIO 204 The Human Body: Scientific Perspectives on Structure (*4 credits*)

BIO 208 Microbiology

MTH 113 Survey of Statistics (2<sup>nd</sup> Competency)

General Education Distribution

### Second Year

*Fall* (16 credits)

CHE 107 Essentials of Chemistry (*4 credits*)

NUR 255 Wellness Across the Lifespan

NUR 275 Communication in the Nursing Context

General Education Distribution

*Spring* (16 credits)

CHE 108 Essentials of Chemistry (*4 credits*)

NUR 265 Nutrition in Nursing: A Holistic Approach (*2 credits*)

NUR 285 Human Assessment: A Holistic Approach (*4 credits*)

NUR 295 Introduction to Holistic Clinical Practice (*6 credits*)

### Third Year

*Fall* (17 credits)

NUR 300 Pharmacology: A Holistic Approach

NUR 365 Alterations in Holistic Integrity of the Childbearing Family (*6 credits*)

NUR 375 Alterations in Physiological Integrity I: A Holistic Approach (*5 credits*)

General Education Distribution

*Spring* (17 credits)

NUR 385 Alterations in Holistic Integrity of Children (5 credits)

NUR 455 Alterations in Physiological Integrity II: A Holistic Approach (6 credits)

Elective

General Education Distribution

#### **Fourth Year**

*Fall* (15 credits)

NUR 465 Alterations in Holistic Integrity Managed in the Community (6 credits)

Elective

NUR 485 Alterations in Mental Health: A Holistic Approach (6 credits)

*Spring* (15 credits)

NUR 400 Research in Nursing

NUR 498 Professionalism in the Provision of Holistic Care (6 credits)

Elective

Elective

## **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.

## **R.N. to B.S. Program**

The undergraduate program for registered nurses is a one-day-per-week R.N. to B.S. Program. 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 R.N. program provides an easy transition into the graduate nursing program. At the completion of the R.N. program,

students must apply for graduation. Students may then apply to the M.S. program.

### **Lower Division Curriculum:**

Registered nursing students admitted to the program take University General Education requirements, science, and nursing theory courses.

#### **Nursing Courses** (28 credits)

A.S. or A.A.S. nursing courses or Excelsior College Examination

#### **Required Courses** (22 credits)

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

BIO 208 Microbiology

CHE 107, 108\*\* Essentials of Chemistry (4 credits each)

MTH 113\*\*\* Survey of Statistics

### **Upper Division Nursing Curriculum:**

#### **Third Year** (14 credits)

NUR 312 Health Assessment Throughout the Lifespan (Lab) (4 credits)

NUR 314 Family/Group/Community Assessment (4 credits)

NUR 315 Therapeutic Communication

NUR 446 Introduction to Technology and Information

#### **Fourth Year** (16 credits)

NUR 400 Research in Nursing

NUR 413 Promoting Wellness

NUR 421 Teaching in Nursing Practice (4 credits)

NUR 441 Professional Development: Health Issues and Politics

NUR 453 Chronic Care

\*\* *May be taken at any time*

\*\*\* *Prerequisite to NUR 400*

## Transfer Credits

The Office of University Admissions, in collaboration with the School of Nursing, will evaluate transfer credits. Students who have received an 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 healthcare 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) Mumps,  
Measles, Rubella
- Tetanus/Diphtheria
- Hepatitis B Vaccine, Titers, or Declination  
Statement
- Varicella Titer
- CPR Certification

## School of Nursing Learning Resource Center

The School of Nursing Learning Resource Center includes four learning laboratories and two computer laboratories. The learning laboratories, which simulate clinical settings, are computerized and 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.

## Textbook, Uniform, and Study Guide Expenses

Students can expect to spend between \$300 and \$500 per semester for the purchase of textbooks. Textbooks are also available at the reserve desk in the Swirbul Library. In addition, beginning in the student's sophomore year in the nursing program, students can expect to spend between \$200 and \$400 for laboratory and clinical equipment and uniforms; and approximately \$400 for a Personal Digital Assistant that will substitute for some textbooks. The School of Nursing has an official student uniform. Students must purchase a sufficient number of uniforms to present a professional appearance in clinical settings. Uniforms cost approximately \$250 and are ordered from our provider online and delivered to you.

## 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. Most clinical experiences require automobile travel. Clinical experiences are assigned by the School of Nursing Faculty.

## Email

All nursing students are required to check their University email regularly. The School of Nursing will only use the Adelphi University email system for communication.

## **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. Students failing to attain a P in the clinical component must drop the 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 90%. Any student who fails to attain a score of 90% on the initial drug calculation examination in any clinical course will be offered the opportunity to take retests.

Medical Calculation Examinations for all clinical courses will be given two weeks prior to the first day of school. Students will have two weeks before the beginning of class until the “drop” date to take the Medical Calculation Examination and pass. If a student does not pass the test they must drop the course. Students will take the examination in the School of Nursing Computer Lab and will be given an allotted amount of time to complete the examination. The Medical Calculation Examination will be given Monday through Friday only, no weekends. Photo identification will be required of ALL students on the day of the examination and MUST be presented prior to sitting for the examination.

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 earned. 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 International, Inc.*

*(International Honor Society in Nursing)*

Junior and senior students who have achieved a 3.0 GPA on the undergraduate level may be considered for membership. Graduate students who have achieved a 3.5 GPA 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**

To be eligible for School of Nursing honors, a 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 GPA.

### **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.

## 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** 2 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 healthcare provider and the professional nutritional counselor will be included.

#### **NUR 275 Communication in the Nursing Context** 3 credits *Generic requirement.* *Corequisite: NUR 255.*

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 healthcare 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 255, 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 255, 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.*

*Corequisite: NUR 375.*

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** 3 credits *R.N. 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.

#### **NUR 304 Healing Modalities** 3 credits *No pre/corequisites.*

*May be used as an elective.*

*Open to all students.*

This course focuses on the self-development and self-care practice of professional nurses. The philosophical and theoretical basis of holism is emphasized as a context for healing modalities, such as imagery, therapeutic touch, meditation, music, art, and journaling. Students work in small groups to build skills in selected modalities to expand awareness and integrate self-care into their nursing practice.

**NUR 306 Special Topics: Critical Thinking for Nursing**

1 credit

*Prerequisites:* NUR 300, NUR 365 and NUR 375.*Grading:* Pass/Fail.

This seminar is designed to help develop the critical thinking skills of nursing students. It will discuss the elements of critical thinking and provide the opportunity to apply these principles to case studies.

**NUR 312 Health Assessment Throughout the Life Span (Laboratory)**

4 credits

*R.N. 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 healthcare plans.

**NUR 314 Family/Group/Community Assessment**

4 credits

*R.N. 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

*R.N. 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 (Clinical)**

6 credits

*Generic requirement.**Prerequisites:* All required sciences and all 200-level nursing courses.*Pre/Corequisite:* NUR 375.

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 (Clinical)**

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 (Clinical)**

5 credits

*Prerequisites:* All required sciences, all 200-level nursing courses, NUR 375 and NUR 365.

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

*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

*R.N. 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.

*\*Prerequisites:* All 300-level nursing courses.

**NUR 421 Teaching in Nursing Practice** 4 credits  
*R.N. requirement.*

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 healthcare or community agency.

**NUR 441 Professional Development: Health Issues and Politics** 3 credits  
*R.N. 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.

**NUR 446 Introduction to Technology and Information** 3 credits  
*Nursing Requirement.*

This course is the introductory course in the undergraduate nursing program, providing a foundation of information and tools to assist the advanced practice nurse in the successful completion of their program and provide them with a solid base to work from when entering the workforce in their new role. Overview and introduction to word processing, spreadsheets, and database and presentation software are presented using examples from the healthcare field. The integration of these tools in a presentation will be emphasized. The student is introduced to the tools in the library and electronic media, databases, reference lists, and Internet sites necessary for program and project completion. APA style is introduced and reviewed as the required writing and presentation style for the School. Principles of healthcare financing are incorporated to develop an understanding and familiarity with the process. The course concludes with an overview of project management principles, practice, and software to assist in completing projects, organized, on time and on budget.

**NUR 453 Chronic Care** 3 credits  
*R.N. requirement.*

*Prerequisites: NUR 314.*

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 (Clinical)** 6 credits  
*Generic requirement.*

*Prerequisites: All required sciences, all 200-level nursing courses, NUR 300, 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 (Clinical)** 6 credits  
*Generic requirement.*

*Prerequisites: All required science courses, all 300-level nursing courses, NUR 365, NUR 375, and NUR 385.*

*Pre/Corequisites: 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 (Clinical)** 6 credits

*Generic requirement.*

*Prerequisites: All required science courses  
and 200-level nursing courses.*

*Pre/Corequisite: 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** 6 credits

*Generic requirement.*

*Prerequisites: All required science and nursing courses.*

*Corequisite: NUR 400.*

This 6-credit course has 3 credits of classroom theory, and a 3-credit clinical component.

The 3-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 healthcare agencies. Students, in collaboration with their academic advisers, 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 healthcare team. Weekly group discussions related to student clinical experience are an essential element of this course is assisting students in their transition from student to graduate nurse.

**NUR 556 Addictions: Shattered Lives** 3 credits

*No pre/corequisites.*

*May be used as an elective.*

*Open to all students.*

This course encourages critical reflection, exploration, and discussion. Students are challenged to discover and implement insights gained through an examination of the multiplicity of issues surrounding chemical dependency, as well as its related problems with regard to addicted individuals and those otherwise affected by addiction. Application to nursing practice will occur throughout the course.



VIII



SCHOOL OF  
SOCIAL WORK

## School of Social Work

*Social Work Building, Room 229*

Andrew W. Safyer, *Dean*

Email: asafyer@adelphi.edu

Peter I. Chernack, *Associate Dean for Program  
Development and Administration*

Lois Stein, *Assistant Dean*

James B. Mullin, *Director, Undergraduate Social  
Work Program*

Eileen Chadwick, *Director, Hudson Valley  
Program*

Karen Campbell, *Director, Manhattan Program*

Lynne Shulman, *Director, Hauppauge Program*

### *Professors*

Roni Berger

Gertrude S. Goldberg

Andrew W. Safyer

### *Clinical Assistant*

*Professor*

Godfrey A. Gregg

### *Associate Professors*

Julie Altman

Richard Belson

Ellen Bogolub

Carol S. Cohen

Judy Fenster

Richard B. Francoeur

Patricia A. Joyce

Roger A. Levin

Ellen S. Rosenberg

Zulema Suarez

Carol Sussal

### *Assistant Professors*

Wahiba Abu-Rass

Beverly Araujo

Peter I. Chernack

CarolAnn Daniel

Patricia A. Joyce

Diann Cameron Kelly

Suzanne Michael

James B. Mullin

Elizabeth Palley

Subadra

Panchanadeswaran

Geoffrey Ream

Philip A. Rozario

In Han Song

Regina A. Tracy

Bradley D. Zodikoff

*The School of Social Work is accredited by the Council on Social Work Education at both the baccalaureate and master's levels.*

## Professional Philosophy

Social work is a profession that seeks to ameliorate human suffering. It is committed to social justice and to work for the resolution of social problems at the individual, group, and community levels. Guided by the National Association of Social Workers (NASW) code of ethics as well as its conviction that people have the potential to redirect their lives individually and collectively, it uses professional knowledge to bring about change that will result in a better quality of life for individuals and communities. 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. Graduates are prepared with the knowledge and skills necessary for 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. A sense of social responsibility is emphasized for the continuous improvement of people and their environments, and involvement in a wide spectrum of social concerns.

To respond to individual needs in changing times, the social worker must have a life-long capacity to learn, along with the critical sensitivity to analyze new situations and apply knowledge appropriately. Believing that a liberal education is the surest means to these ends, the School of Social Work requires all entering freshmen to take part in the University General Education requirements.

## Programs of Study

The School of Social Work offers a 45-credit program leading to the Bachelor of Social Work (B.S.W.) degree. Students who do well in the program are eligible for the Advanced Standing Program, which leads to the M.S.W. degree in one additional year.

Students interested in an evening model of baccalaureate education may seek to enroll in the ANSWER program (Adelphi's New Social Welfare Education Routes). Based at Adelphi's Manhattan Center in New York City and at the University's Hauppauge Center, the program leads to the B.S.W. and is especially appropriate for students who are already employed in social service agencies.

The School of Social Work's baccalaureate and master's degree programs are fully accredited by the Council on Social Work Education (C.S.W.E.). The School also offers a Ph.D. in social work.

## Social Work Program

The undergraduate social work program leads to a Bachelor of Social Work degree (B.S.W.), preparing students for generalist social work practice in the complex and varied social welfare and human services fields. Grounded in a rich and vigorous education in the liberal arts and sciences, the curriculum provides graduates with the professional knowledge, values, and skills needed to begin careers in social work. The curriculum emphasizes a generalist orientation, enabling graduates to practice their

profession in a variety of areas. It also serves as preparation for master's degree education for those graduates who wish to specialize further.

Though freshmen and sophomores may declare social work as their major, the social work program actually begins in the junior year, building on General Education and additional distribution requirements in the arts and sciences. Freshmen and sophomores considering the social work 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 and faculty adviser, students apply to and are considered for admission to the social work program.

## Degree Requirements for the Bachelor of Social Work (B.S.W.) (120 credits)

Students may declare social work as their major as freshmen or when transferring from another college. A formal application process for admission to the major is required of all students and must be processed by the undergraduate social work program located in the School of Social Work. Students enrolled in the University must apply in their sophomore year. Transfer students must first apply for admission to the University. Courses in the social work curriculum are generally taken beginning in the junior year and are one part of a cluster of required courses leading to the Bachelor of Social Work degree.

To earn a B.S.W., students are required to complete 120 credits. Thirty-five credits are in the University's General Education requirements; 45 in social welfare; 25 in liberal arts distribution requirements; and 15 in electives,

which may be earned from liberal arts or social work courses. No social work course or liberal arts prerequisite credit is granted for life experience or previous work experience. Students with an Associate of Arts (A.A.) or Associate of Science (A.S.) degree from an accredited U.S. institution are exempt from the University's General Education requirements. Other students, including those with an A.A.S. degree, must meet General Education requirements with an appropriate combination of specific transfer credits and courses taken at Adelphi. Admissions counselors can provide prospective students with additional details.

### Optional Concentration in Children and Families

Students may elect to follow a path that provides an emphasis on understanding and working with children and families. Through this concentration, students will receive field placements in both their junior and senior years in child/family settings, and must take two specific academic courses: SWK 306 Introduction to Social Services with Children; and SWK 728 Child Abuse and Neglect.

Students considering this concentration must make their interest known to the program director at the time of their acceptance into the undergraduate program.

*Courses are 3 credits unless noted otherwise.*

### Liberal Arts Requirements

(21–22 credits)

A total of seven liberal arts courses are required for the B.S.W. degree. These prerequisites are included in a set of required and elective courses.

#### Required:

BIO 203 The Human Body I (4 credits)  
 MTH 113 or 114 Survey of Statistics or  
 Statistics for Natural Sciences  
 (4 credits), or PIA 137

Psychological Statistics  
 (4 credits)

PIA 101 General Psychology  
 SOC 100 Introduction to Sociology

#### Electives (choose three):

ANT 111 Cultural Anthropology  
 ECA 101 or 111 Introduction to Economics or  
 The Price System  
 HIS 101 or 102 World History/Civilization  
 HIS 103 or 104 American History/Civilization  
 POL 101 or 102 Political Science

*Note: In addition to courses listed, other courses taken at Adelphi or at other institutions may be accepted as equivalents, based upon the determination of the director of the undergraduate program.*

### Junior Year Social Work Requirements

(19 credits)

SWK 332 Principles and Practice  
 in Social Work I  
 SWK 333 Principles and Practice in  
 Social Work II  
 SWK 334 Field Instruction I (2 credits)  
 SWK 335 Field Instruction II (2 credits)  
 SWK 510 Human Behavior Theory for  
 Social Work Practice I  
 SWK 511 Human Behavior Theory for  
 Social Work Practice II  
 SWK Elective

### Senior Year Social Work Requirements

(26 credits)

SWK 500 Issues in Social Welfare I:  
 History and Philosophy of  
 Social Welfare  
 SWK 501 Issues in Social Welfare II:  
 Inequality, Inequity, and  
 Social Justice  
 SWK 520 Foundations of Social Work  
 Practice I  
 SWK 521 Foundations of Social Work  
 Practice II

SWK 542	Oppression, Diversity and the Struggle for Human Rights
SWK 557	Social Work Research I
SWK 590	Field Instruction III (4 credits)
SWK 591	Field Instruction IV (4 credits)

### Social Work Electives

SWK 101	Introduction to Social Welfare and Human Services (4 credits)
SWK 305	Case Management
SWK 306	Introduction to Social Services with Children
*SWK 738	Social Work and the Law
*SWK 741	Child Abuse and Neglect
*SWK 788	Social Work Practice with Immigrants and Refugees

*\*Seniors may enroll in these graduate electives for undergraduate credit.*

### Field Instruction

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.W.–M.S.W. Advanced Standing Program

Before completing the second semester of the senior year, Adelphi social work majors who have attained high academic achievement may apply for admission to the Advanced Standing Program, which allows them to complete the M.S.W. in only one additional year of study. Eligibility for the program presupposes a better than average record in the social work major, including field instruction performance. Applicants must have a minimum overall GPA of 3.0, with grades of B or better in their social work courses. A comprehensive review of the candidate's appropriateness for the Advanced Standing Program is an integral part of the admissions process and includes assessment by faculty advisers, classroom professors, and members of the School's Admissions Committee.

### The ANSWER Program Leading to the Bachelor of Social Work (B.S.W.)

*Evening program for part-time and full-time students.*

Adelphi's New Social Welfare Education Routes (ANSWER) is an evening program for part-time and full-time students leading to the Bachelor of Social Work degree. This program is available at Adelphi's Manhattan and Hauppauge Centers, respectively. 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 generally 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 work 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 work 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 work courses or during the summer. Typically, full-time ANSWER students take their 45 social welfare credits in four consecutive semesters, attending classes two or three evenings a week.

### **Field Instruction**

Field instruction provides ANSWER students with the opportunity to work directly with people in a social agency under professional M.S.W. supervision. Some 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 students may be eligible to apply for up to a maximum of 10 prior learning credits which can be applied to electives. Credits so awarded cannot be used to waive any of the required social work or liberal arts courses. Students requesting such credit must apply to the director of the undergraduate program and

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.

### **Independent Study**

Students may take up to nine 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.

---

## COURSES OF INSTRUCTION

### SCHOOL OF SOCIAL WORK

#### Required Courses:

**SWK 332 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 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.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. program. (*See above.*)

**SWK 500 Issues in Social Welfare I: History and Philosophy of Social Welfare** *3 credits*

This introductory course in social welfare policy focuses on four major themes: the development of social work as a profession; the emergence of social welfare institutions in the United States; the experience of oppressed populations in the United States; and the changing role of government in the provision of social welfare. These themes are examined with an emphasis on the philosophical, economic, social, and political forces that shaped the development of social work and social welfare in the United States. The course covers the period of time from the postbellum or Reconstruction era to the present.

**SWK 501 Issues in Social Welfare II: Inequality, Inequity, and Social Justice** *3 credits*  
*Prerequisite: SWK 500.*

This course develops the student’s ability to analyze, design, and enact social policies based on an understanding of the factors that contribute to the existence of contemporary social problems, especially economic and social inequality and the oppression of specific population groups. The course focuses on: frameworks for social policy analysis and development; conceptualizing; defining, and developing solutions to social problems, the relationship between social constructions of the problems of oppressed groups and the “realities” of their conditions; major political perspectives on the role of government in redressing inequality; the role of social movements in defining and reducing social problems; and how social workers can contribute to the achievement of social justice in the United States.

**SWK 510 Human Behavior Theory for Social Work Practice I** *3 credits*

This is the first of two courses that stresses critical thinking in regard to theoretical perspectives on human behavior. The course presents the bio-psycho-social perspective with a particular emphasis on multiculturalism. This is followed by an exploration of the various social systems that impact human behavior. This exploration includes an analysis of a variety of theories and application to the social systems students address in practice. The course introduces theories about and perspectives on the human life span and begins a discussion of the life cycle, which is continued in SWK 511, covering conception through middle childhood.

**SWK 511 Human Behavior Theory for Social Work Practice II** *3 credits*  
*Prerequisite: SWK 510.*

This course builds on the foundations acquired in SWK 510 and continues with a multicultural perspective on the human life cycle. It begins with a brief review of the theoretical perspectives covered in SWK 510. It introduces ego psychology and functional and dysfunctional ego mechanisms as well as providing an exploration of concepts relating to stress and coping. It continues the discussion of the human life span in SWK 510 in the context of social systems and relevant theory. The period beginning with adolescence and ending with death is examined.

**SWK 520 Foundations of Social Work Practice I** *3 credits*

*Corequisite: SWK 690 or 590.*  
 This practice course provides foundation knowledge within the context of a generalist intervention model. Knowledge, values 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 Foundations of Social Work Practice II**

3 credits

*Prerequisite:* SWK 520.*Corequisite:* SWK 691 or SWK 591.

This course focuses on the theories and skills necessary for 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 is 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 of growth, goal attainment, and empowerment.

**SWK 542 Oppression, Diversity, and the Struggle for Human Rights**

3 credits

*Prerequisite or corequisite:* SWK 500.

This course emphasizes the systematic nature of oppression and the responsibility of social workers to engage in the struggle for social justice and human rights. The meaning and implications of related concepts such as discrimination based on race, ethnicity, gender, sexual orientation, class, disability, and aging are discussed. In addition to professional literature, there is an emphasis on experiential learning, encouraging students to get in touch with their own oppression and the biases they have toward others. Students gain an understanding of the practice principles and skills needed to be effective as change agents with diverse populations at the micro, mezzo, and macro level.

**SWK 557 Social Work Research I**

3 credits

*Prerequisite or corequisite:* SWK 500.

This course provides students with the basic tools needed to understand and participate in social work research. It integrates material from epistemology, research design, data collection, management, and analysis into a coherent view of the social research process. The purpose of this course is to prepare professional social workers who understand the means necessary to contribute to the formal development of the profession's knowledge base and are able to participate meaningfully in the research process to expand it. This includes preparing students to use empirical evidence to guide their professional practice, to evaluate their own practice, and to evaluate social service programs in which they work.

**SWK 590 Field Instruction III**

4 credits

*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.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

*Prerequisite:* SWK 590.*Corequisite:* SWK 520 and 521.

This course is the second half of a year-long field instruction internship completed during the senior year of the B.S.W. program. (See SWK 590 above.)

**Elective Courses:****SWK 101 Introduction to Social Welfare and Human Services**

3 credits

This course is appropriate for underclassmen who are interested in careers in the helping professions, particularly social work, or who desire to learn more about social institutions and at-risk populations. It examines social welfare as a societal institution responding to human needs. Emphasis is placed on the resources available to assist individuals, families, groups, and communities cope with the pressure and demands on their lives. Attention is paid to the unique role of government and other public entities in the provision of resources. The nature of professional helping relationships is studied with a particular emphasis on social work. Students will become familiar with contemporary social problems and their impact on individuals, families, and groups; gain a beginning understanding of the role of social agencies and develop a beginning awareness of social welfare and the social work profession.

**SWK 305 Case Management**

3 credits

This course provides an in-depth analysis of case management and examines the role that factors such as service fragmentation, changing demographics, increasing consumer rights, social legislation, privatization, and cost-containment have played in the proliferation of case management programs. Concepts such as the ecosystems perspective, strengths-based practice, advocacy, and empowerment are applicable to the provision of case management services. Various models of service delivery are presented and students learn case management skills such as outreach, assessment, service planning, linkage, and monitoring.

**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 738 Social Work and the Law**

3 credits

This course will examine the practice of social work in the legal context. Law encompasses the fabric of our social relationship and as such the course will explore the ways in which social work can impact the legal system. The course will provide familiarity with legal processes, legal research and analysis, and an understanding of how individuals and families are impacted by the legal system.

**SWK 741 Child Abuse and Neglect** *3 credits*

This course provides an overview of the social problem of child abuse and neglect. A multisystemic approach to the recognition, understanding and amelioration of child maltreatment is offered. Various models of prevention and intervention services for abused and neglected children and their families are explored.

**SWK 788 Social Work Practice with Immigrants and Refugees** *3 credits*

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





UNIVERSITY  
COLLEGE

# University College

*Hagedorn Hall 201*

Shawn O'Riley, *Executive Director*  
Email: oriley@adelphi.edu

Emily B. Wilson, *Associate Director*  
Email: Wilson@adelphi.edu

## *Instructional Staff*

Stanley Bodner	Ellin Horowitz
Georgy Canell	Salvatore Iacone
Paul Esposito	Daniel Rosenberg
Graham Everett	Philip Roth
Frank Friedman	Ronald Schoenberg
Joseph Hoffman	Karsten Struhl

## Mission Statement

University College was established in 1974 as Adelphi University's response to new educational demands exerted upon the University by both a rapidly changing society and an increasingly complex and diverse student body. Its mission is to provide higher educational opportunities for a variety of students who might not otherwise have access to an Adelphi education. Through a bold blend of traditional, mandatory curricula and unique administrative approaches, University College enables thousands of students to realize the traditional goals of a liberal education—to read, think, write, and speak in a creative and critical fashion—without compromising Adelphi's rigorous educational and intellectual principles.

University College emphasizes pedagogical excellence, innovative support services, and flexible scheduling geared to the scheduling and curricular needs of working adults. A 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 the development of educational goals.

## Plan of Study

Advisers are available for individual consultation at convenient times, including evenings, in Garden City, Hauppauge, and Manhattan. All students must contact an academic adviser 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 adviser. Failure to do so may delay or jeopardize the student's graduation from the University.

## Programs of Study

University College offers the Associate of Arts (A.A.) in Liberal Arts; Associate of Science (A.S.) in Emergency Services Administration\*; Bachelor of Arts (B.A.) degrees in fine arts, literature, and social science; Bachelor of Science (B.S.) degrees in business, criminal justice, and emergency services administration\*; an undergraduate Certificate in Healthcare Management; post-bachelor's Certificate in Basic Sciences for Health Professions; and noncredit programs and courses.

\* *Contact University College for information about this new program.*

*Courses are 4 credits unless noted otherwise.*

## Associate of Arts (A.A.) 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.

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

### **Core Requirements for the Associate of Arts (16 credits):**

Expository and Professional Writing  
Global and Societal Development and Conflict

Science and the Citizen  
Qualitative Problem Solving

*AND*

Two humanistic studies foundation courses  
Two social sciences foundation courses  
Two art courses

### **Core Curriculum for All Liberal Arts Degrees:**

Expository and Professional Writing  
Global and Societal Development and Conflict

Science and the Citizen  
Quantitative Problem Solving  
Capstone I and II

### **Core Requirement Exemptions:**

Each University College core requirement (except Capstone II) has exemptions, which allow students to pass out of a course requirement if they have specific educational experiences or skills. Students may inquire about exemption requirements with an academic adviser before they begin their plan of study.

### **Bachelor of Arts (B.A.) in Literature 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 60 of total credits may be awarded from prior learning. Candidates must have a minimum GPA of 2.5 in their area of concentration and a minimum GPA of 2.0 from Adelphi overall.

#### **Requirements for the Major**

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

Three foundation courses in the appropriate area of concentration.

A minimum of 16 credits of advanced electives in the appropriate area of concentration or specialization.

Capstone I and II

### **Bachelor of Arts (B.A.) in Fine Arts**

This area of concentration is a cooperative program between University College 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 60 of the total credits may be awarded from Prior Learning credits.

#### **Requirements for the Major**

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

Four foundation courses including one art history course and a minimum of 16 credits in advanced art courses.

AHS 151	Beginning Sculpture
AHS 244	Art History: Classical Antiquity
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

UCI 404	Baccalaureate Capstone I
UCI 405	Baccalaureate Capstone II: Research Seminar

### **Bachelor of Science (B.S.) in Criminal Justice**

The criminal justice major is offered through the Sociology Department in conjunction with

University College. Students choose one of two concentrations: police science or social science. The program is designed to provide an understanding of the problems of crime, delinquency, law, and social control. The major combines a strong liberal arts background with specialized courses in law, criminology, sociology, psychology, and law enforcement administration. The overall objective of the program is to provide a sound educational basis for either graduate work or professional training.

The major is interdisciplinary in nature, and students may select courses in University College, the Derner Institute, the School of Social Work, and the Departments of Anthropology, Political Science, and Sociology. Many required courses are cross-listed, enabling students to receive degree credit through University College or the College of Arts and Sciences.

## Program Overview

### Foundations:

Cultural Anthropology (Social Science specialization)

General Psychology or Introduction to Psychology  
Introduction to Sociology of Society and the Individual

### Core:

American System of Criminal Justice  
Crime and Punishment  
Criminal Justice Planning and Research or  
Social Science Research  
Criminology  
Law and Social Inequality (3 credits)

### Specializations:

**Social Science (SS)** (9 credits)  
Individual Rights in the Constitution  
Psychology of Criminal Behavior  
Sociology of Law

### **Police Science (PS)** (12 credits)

Forensic Science  
Police and Community Relations  
Police Org. and Administration

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

### Degree Requirements

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 60 of the total credits may be awarded from prior learning. Candidates must have a minimum GPA of 2.5 in their area of concentration and a minimum GPA of 2.0 from Adelphi overall.

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

Expository and Professional Writing  
Science and the Citizen  
Global and Societal  
Development and Conflict  
Math Concepts  
Ten required business courses  
Eighteen elective credits in business  
Business Policy

### Undergraduate Certificate in Health Care Management (16 credits)

Fundamentals of Health Care Management  
Financial Management of Health Care Facilities  
Health Care Human Resource Management  
Health Care Management Information System

### Post-Bachelor's Certificate in Basic Sciences for Health Professions (34 credits)

This advanced certificate is designed to meet the needs of students who want to pursue a career in medicine but did not complete the necessary

science courses in their undergraduate degree program.

General Chemistry I  
 General Chemistry II  
 Biological Concepts and Methods I  
 Biological Concepts and Methods II  
 Organic Chemistry I  
 Organic Chemistry I—Lab  
 Organic Chemistry II  
 Organic Chemistry II—Lab  
 College Physics I  
 College Physics II  
 Physics for Science Majors I  
 Physics for Science Majors II

For more information please see Chapter X, Pre-Professional Preparation and Joint Degree/Early Assurance Programs

## Noncredit Programs and Courses

University College offers a wide variety of noncredit courses and programs open to the public. You do not have to be a registered Adelphi student to enroll in noncredit courses and programs. For a complete listing of all University College noncredit programs please visit our Web site at <http://uc.adelphi.edu>.

## University College Regulations

### 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 University College. When students are dismissed, all forms of financial aid will be denied.

### 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 University College Academic Contract. 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 University College/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.... You must earn...

15 . . . . .	11
30 . . . . .	22
45 . . . . .	33
60 . . . . .	48
75 . . . . .	60
90 . . . . .	75
105 . . . . .	90
120 . . . . .	105
135 . . . . .	120

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 I.

## Administrative Withdrawal from the University

### Involuntary Withdrawal

At the discretion of University, 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 an 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 University College 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 University College office.

### **Graduation**

Students should schedule a graduation clearance appointment with their University College academic adviser before filing an Application for Graduation form. Deadlines for filing the Application for Graduation are listed in the current University College 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 Director or Associate Director for University College, 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 year—including the summer term. After this time, the grade of I will become a grade of F.

### **Pass/Fail Option**

University College students may, with the written approval of their academic adviser, 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.)

### **University College Dean's List**

Students are placed on the Dean's List to recognize their academic achievement during a given semester. (The list applies to spring and fall semesters only.) To qualify for the University College Dean's List, a student must have:

- Completed at least 12 credits during that semester;
- Received no grades of F;
- Earned a grade-point average of 3.5 or higher for the semester.

### **University College Web Site**

For more detailed information on all University College degrees, certificates, and noncredit programs please visit <http://uc.adelphi.edu>. The Web site provides more detailed degree and certificate information including faculty information, schedules, fees and plans of study. You can also begin the application process online at your convenience.

---

## COURSES OF INSTRUCTION

### UNIVERSITY COLLEGE

#### **Business (AMC)**

##### **AMC 261 Introduction to Computers with BASIC** 4 credits

An introduction to electronic data processing and business concepts, including both the processing capabilities and the information storage facilities of computers. The fundamentals of computer problem solving and programming in BASIC will be discussed and applied. In addition, students will be prepared for more advanced courses in computer programming and computer systems.

##### **AMC 360 Math for Managers** 4 credits

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.

#### **Capstone Courses (UCI)**

##### **UCI 404 Baccalaureate Capstone I** 4 credits *Prerequisites: senior status (90 credits) and permission of academic adviser.*

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.

##### **UCI 405 Baccalaureate Capstone II: Research Seminar** 4 credits

*Prerequisite: Baccalaureate Capstone I.*  
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.

#### **Criminal Justice (ACG)**

##### **ACG 265 Criminal Justice Planning and Research** 4 credits

This course provides students with basic training in the application of statistical analysis to research issues and questions that they may encounter in a practical “real life” criminal justice environment. The course covers basic social research concepts, a variety of statistical techniques, and instruction in the use of the SPSS statistical software package for conducting statistical analysis.

##### **ACG 315/SOC 315 Juvenile Delinquency** 3 credits

This course will explore some of the broader social issues associated with juvenile crime, criminality, and criminal behavior. Using accepted definitions of crime and delinquency, the course will examine causes and explanations of juvenile delinquency, as well as possible modes of prevention, control, and correction.

##### **ACG 363 Criminal Law** 4 credits

This course is an examination of the Penal Law of New York State. We will discuss all major crimes and defenses and over the course of our discussion arrive at some understanding of the law as it now exists and the law as it perhaps ought to be.

##### **ACG 364 Forensic Science** 4 credits

This course is an introduction to forensic techniques in the crime laboratory and the impact of scientific evidence on the justice system. Case analysis, briefs, and simulations will focus on the issues of admissibility, relevance, and materiality of evidence. Traditional as well as emerging forensic sciences will be discussed, to include forensic psychiatry, forensic pathology, ballistics, social science, and questioned documents.

##### **ACG 366 Organized Crime** 4 credits

This course examines how organized crime affects labor, politics, consumer services, contemporary society, business, finances, and local state and federal governments.

##### **ACG 455 Contemporary Developments in Criminal Justice** 4 credits

Current issues and controversies facing the criminal justice system and various system responses designed to address them. Recent developments in research and technology regarding international terrorism, hate crime, computer crime and white-collar offenses will be explored as well as issues surrounding race/ethnicity and socioeconomic status as they impact the criminal justice system, particular with regard to drug-related crime. “Get tough” laws and mandatory sentencing policies will also be looked at.

### **Specialization: Police Science (ACG)**

#### **ACG 254 Police and Community Relations** 4 credits

This course addresses the role of modern police within the larger community. It will assist students in enhancing their knowledge of the relationship between community welfare and law enforcement. Some topics to be discussed include community dynamics, barriers between the criminal justice system and the community, cultural sensitivity and inter-relating with cultural groups, conflict management, and communication.

#### **ACG 255 Police Organization and Administration**

4 credits

This course introduces students to concepts of organization, examines the history of police in relation to organizational theory, and explores the roles and responsibilities of the police manager. Students will analyze the ways in which police organizations are designed and how a police manager designs and controls the process of administration, to include budgetary and intergovernmental concerns.

#### **ACG 370 Special Topics in Police Studies** 4 credits

Special topics courses provide maximum flexibility to the curriculum so that faculty may take advantage of new developments in the field to offer courses on up-to-date and cutting-edge topics. This flexibility is perhaps especially appropriate in the area of policing and police studies where rapidly developing local and national social, political, racial, and economic issues may have profound influences on policing philosophy and practice.

### **Health Care Management (HCM)**

*Students may take these courses individually either for credit (4 credits each) or noncredit. However, the entire sequence must be completed in order to earn the Certificate in Health Care Management.*

#### **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 healthcare 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 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 healthcare delivery systems, and overseeing financial management of billing and collections systems.

### **Humanities (AHS)**

#### **AHS 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.

#### **AHS 101 Expository Writing**

4 credits

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.

#### **AHS 103 Writing and Rhetoric**

4 credits

*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.

**AHS 106 Conceptions of God: East and West** 4 credits

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.

**AHS 110 Great Thinkers in Philosophy** 4 credits

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.

**AHS 201 Introduction to Literature** 4 credits

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.

**AHS 203 Introduction to American Literature** 4 credits

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.

**AHS 204 Introduction to European Literature** 4 credits

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.

**AHS 226 Introduction to Drama** 4 credits

This course covers the three great periods of Western theatre: 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.

**AHS 232 American Literature and Culture: 17th, 18th, 19th Centuries** 4 credits

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; Romantics and Transcendentalists such as Hawthorne, Melville, Emerson, Thoreau, and Whitman; and late 19th century realists such as Twain, Howells, and Crane.

**AHS 330 Special Topics: Love and Money in Classic American and British Fiction** 4 credits

Explore the interplay between love and money as a major theme in selected classic American and British novels, short stories and plays. Focus on the variations of these themes as expressed in works by such authors as Henry James, F. Scott Fitzgerald, Somerset Maugham, Charles Dickens, and Arthur Miller, among others.

**AHS 350 Ceramics II** 4 credits  
*Crosslisted with AHS 252 during fall 2007.*

Ceramics II is for students who wish to continue their investigation of either functional pottery or ceramic sculpture. This course places increasing emphasis on the development of a personal direction within the medium.

**Natural Science (ANS)****ANS 105 Mathematical Problem Solving Across the Curriculum** 4 credits

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.

**ANS 108 The Rise of Science** 4 credits

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.

**ANS 120 Special Topics: Mathematics and Problem Solving** 4 credits

A sampler of mathematics: operations research; quantitative literacy; statistics; and logical and psychological issues in problem solving.

**ANS 130 Special Topics: Science and the Citizen** 4 credits

Knowledge of the workings, strengths and limitations of science is a necessity for good citizenship and healthy living. This course, discusses these matters with reference to the theory of evolution, threats to our environment, and aids to public and individual health. Intended to help non-scientists think critically about scientific arguments.

**Social Sciences (ASC)****ASC 108 Society and the Individual** 4 credits

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.

**ASC 112 Foundations of Economics** *4 credits*

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.

**ASC 113 Major Themes in American Civilization** *4 credits*

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.

**ASC 114 Major Themes in European Civilization** *4 credits*

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.

**ASC 120 Special Topics: Global Societal Development and Conflict** *4 credits*

This course examines current global and social issues that influence our daily lives: our beliefs, behavior and decisions we make as citizens. Issues are examined from the perspectives of the social sciences using core constructs of each as frameworks for understanding the complex forces that shape our world.

**ASC 171 Introduction to Psychology** *4 credits*

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.

**ASC 200 Introduction to Women's Studies** *4 credits*

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.

**ASC 202 Cultural Anthropology** *4 credits*

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.

**ASC 241 The American Political System** *4 credits*

This course examines the processes that influence the scope and substance of American politics. Students will analyze the role of legislatures, courts, executives, parties, political action committees, and lobbyists; the impact of public opinion, the military, and special interests on the evolution of public policy; and the rituals of nomination, campaigning, and election.



P RE-PROFESSIONAL  
PREPARATION AND  
JOINT DEGREE/  
EARLY ASSURANCE  
PROGRAMS

## Pre-Professional Preparation

### The Office of Pre-Professional Advising and Fellowships (OPPAF)

Levermore Hall 304

Erin P. Raia, *Director of Pre-Professional Advising and Fellowships*  
(516) 877-3140  
Email: eraia@adelphi.edu

The Office of Pre-Professional Advising and Fellowships (OPPAF) works with faculty advisers to support current Adelphi students and recent graduates who are seeking admission to professional school in areas of medicine, dentistry, optometry, physical therapy, and other health professions, as well as engineering, environmental studies, and law.

Additionally, the office assists students in the application process for fellowships and honors such as Rhodes, Goldwater, Fulbright, etc., and will offer workshops on various topics, invite guest speakers, and assist students seeking internships or job shadowing opportunities. For more information, email the director, Erin P. Raia, at eraia@adelphi.edu.

## Pre-Law Preparation

### Pre-Law Advisers

Richard Garner, *Dean, Honors College*  
(516) 877-3800  
Email: garner@adelphi.edu

Lester B. Baltimore, *Associate Provost for Academic Affairs, Office of Academic Services and Retention*  
(516) 877-3142  
Email: baltimor@adelphi.edu

Erin P. Raia, *Director, Office of Pre-Professional Advising and Fellowships*  
(516) 877-3140  
Email: eraia@adelphi.edu

Students interested in applying to law school should open a pre-law file with the Office of Pre-Professional Advising and Fellowships (OPPAF), located in Levermore Hall 304, and are urged to seek guidance from pre-law advisers.

The best advice for students who are preparing for law school is obtain copies of the *LSAT & LSDAS Information Book* as well as the *ABA-LSAC Official Guide to ABA-Approved Law Schools* published by the Law School Admission Council and the American Bar Association which may be obtained in OPPAF or by visiting [www.lsac.org](http://www.lsac.org).

No particular major is singled out as best for pre-law preparation. Law schools want to see students who are able to express ideas with clarity and force. Students must obtain an undergraduate education that includes critical analysis, logical reasoning, and written and oral expression. Students 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.

Pre-law students must develop the capacity to think creatively. This capacity depends on 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.

Information about Adelphi University's joint degree program with New York Law School can be found later in this chapter.

## Pre-Law Society

Deborah Little, *Assistant Professor, Faculty Adviser to the Pre-Law Society Club*

Department of Sociology

(516) 877-4113

Email: little@adelphi.edu

Students interested in pursuing law studies should join the Pre-Law Society, a student-led organization, which provides information and encouragement to students considering a career in law. The Society sponsors speakers and panel discussions on issues relating to getting into law school, the different areas of legal practice, and the role of law in society. The speakers also share their own experiences of law school. Adelphi alumni currently attending law school are welcomed back to talk about their experiences. The LSAT (Law School Admission Test) is also discussed at meetings. The Society works together with the Center for Career Development, the Pre-Law Advisers, as well as the Office for Pre-Professional Advising and Fellowships to

provide guidance and advice on an individual basis. For more information, please visit the Pre-Law Society Message Board on eCampus.

Pre-law 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 pre-law students at Adelphi rests with the Pre-Law 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 pre-law 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. Pre-law students are urged to register with the Chair of the Council in Blodgett Hall 200.

## Pre-Medical Preparation

Charles S. Shopsis, *Chair, Pre-Medical Council*  
*Associate Dean, College of Arts and Sciences*  
 Science Building, Room 123  
 (516) 877-4140  
 Email: shopsis@adelphi.edu

Erin P. Raia, *Director, Office of Pre-Professional*  
*Advising and Fellowships*  
 Levermore Hall, Room 304  
 (516) 877-3140  
 Email: eraia@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 (which test reading, reasoning, mathematical skills and science knowledge), and documented interest in the profession, as evidenced by relevant volunteer work or employment and knowledge of the profession.

All pre-medical students should register with Pre-Professional Advising and Fellowships in Levermore Hall 304, 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 OPPAF Director Erin Raia to discuss the application procedure and initiate the process of preparation of the required letter of evaluation. Early consultations with the departmental adviser and pre-medical adviser are recommended to discuss

career plans, assure appropriate course selection, and monitor student progress.

Pre-medical students can keep abreast of current details concerning admission requirements, application procedures, required standardized tests, and summer programs by checking the pre-medical bulletin boards adjacent to Levermore 304 and on the first floor of the Science Building as well as checking with the Office of Pre-Professional Advising and Fellowships; logging in to Adelphi’s pre-medical Web page (<http://academics.adelphi.edu/artsci/pre-med/>); subscribing to the pre-med email list (subscribe in Levermore 304); and participating in the Pre-Health Professions Club, and if desired, the Pre-medical Honor Society (Alpha Epsilon Delta, AED). Books on the application process, test preparation, and medical school bulletins are available for examination in OPPAF, Levermore 304.

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

Science graduates interested in becoming health professionals may also participate in this program and may benefit by enrolling in the M.S. program in biology to improve their pre-medical credentials. They too will receive full pre-medical support services. More information about these programs can be obtained from Erin Raia at (516) 877-3140 or by emailing: eraia@adelphi.edu. The M.S. program in biology is described in the *2006-2008 Adelphi University Graduate Bulletin* available from the Office of Admissions.

Information about Adelphi’s joint degree/early assurance programs in optometry, dentistry, and physical therapy can be found later in this chapter.

## Post-Bachelor's Basic Sciences for Health Professions Program

Shawn O'Riley, *Executive Director, University College*

Hagedorn Hall, Room 201H  
(516) 877-3404  
Email: oriley@adelphi.edu

Emily Wilson, *Associate Director, Adult Education, University College*

Hagedorn Hall, Room 201E  
(516) 877-3419  
Email: wilson@adelphi.edu

University College's post-bachelor's Basic Sciences for Health Professions Certificate program (34 credits) is designed for students who want to pursue a career in medicine but did not complete the required science courses in their undergraduate degree program. The goal of the program is to help this special group of students get accepted into the school of their choice in order to pursue a career in medicine. Throughout the program, students receive personalized academic and application advisement through the Office of Pre-Professional Advisement. This comprehensive program allows students to:

- Complete the course work required for application to most medical, dental, veterinary, or osteopathic medical schools in one calendar year
- Complete core certificate requirements in three semesters of intensive study
- Gain on-site volunteer experience in the health professions that is critical to a successful medical school application
- Prepare for the MCAT and other standardized graduate admissions tests
- Acquire important recommendations necessary in the competitive environment of medical school applications

For more information, please see the *2007 Supplement to the Adelphi University 2006–2008 Graduate Bulletin* or visit: <http://academics.adelphi.edu/universitycollege/post-baccprehealth.php>.

## Pre-Engineering Preparation

### Pre-Engineering Advisers

Gottipaty Rao, Ph.D., *Chair, Department of Physics*  
Blodgett Hall, Room 8A  
(516) 877-4877  
Email: rao@adelphi.edu

Hobbie, Lawrence J., *Chair, Department of Biology*  
Science Building, Room 102  
(516) 877-4198  
Email: hobbie@adelphi.edu

Joseph M. Landesberg, *Chair, Department of Chemistry*  
Science Building, Room 201  
(516) 877-4148  
Email: landesbe@adelphi.edu

William L. Quirin, *Chair, Department of Mathematics and Computer Science*  
Alumnae Hall, Room 109  
(516) 877-4487  
Email: quirin@adelphi.edu

Erin P. Raia, *Director, Office of Pre-Professional Advising and Fellowships*  
Levermore Hall, Room 304  
(516) 877-3140  
Email: eraia@adelphi.edu

For information about the Pre-Engineering Program, please see the Physics Department in Chapter I of this *Bulletin*. Information about Adelphi's combined plan 3-2 B.A./B.S. engineering program with Columbia University can be found later in this chapter.

## Joint Degree/Early Assurance Programs

Adelphi University's joint degree/early assurance programs offer highly motivated and goal-oriented students a direct path to rewarding professional careers in dentistry, engineering, environmental studies, law, optometry, and physical therapy.

These programs gives students an opportunity to combine Adelphi's undergraduate experience with professional programs at such prestigious institutions as Tufts University School of Dental Medicine, New York University College of Dentistry, Columbia University, New York Law School, New York Medical College, and the State University of New York (SUNY) College of Optometry. These programs are hugely rewarding, personally and professionally.

Most students apply to the joint degree/early assurance programs as high school seniors; however, with careful planning and advisement, these programs may be open to transfer students and current Adelphi students. Admission to Adelphi's joint degree/early assurance programs is highly selective and the work is challenging. For information on admissions requirements please see Chapter XIII in this *Bulletin*.

In addition to saving time, and perhaps tuition dollars, these programs give students the certainty that if they do their part they will have secured a spot in their program of choice.

Participation in any one of the programs demands commitment and requires careful planning and advisement in terms of course selection and internships. Faculty and staff work as teachers, academic advisers, and counselors to help students meet the demands of their programs. Students experience careful planning and advisement; a committed faculty; small classes; state-of-the-art computer, library, and laboratory facilities; opportunities for internships and research; and a stimulating environment in which they can succeed.

Students interested in the joint degree/early assurance programs are also often interested in enrolling in the Honors College (see Chapter IV). While fulfilling Adelphi's General Education requirements, students in the Honors College have a unique opportunity to look at contemporary issues through a wide-ranging knowledge of the past in art, science, social thought, and the humanities, with faculty mentors and a small group of students.

## Dentistry

### New York University College of Dentistry (NYUCD) 3/4 Early Assurance Program

To be considered for admission to the early assurance program with NYUCD, applicants must have a minimum combined critical reading and math score of 1300 (or the equivalent ACT score of 29), and a minimum high school GPA of 3.5.

Students accepted into the Program shall matriculate at Adelphi for their first three academic years in the Program. A student's eligibility to remain in the program is conditioned upon his/her maintaining a minimum cumulative grade-point average of 3.5 for each semester at Adelphi.

Each student will be required to take the Dental Aptitude Test (DAT) and any and all other entrance examinations then required by NYUCD by the end of the fall semester of the student's third year at Adelphi.

At the start of each student's third year of study at Adelphi, Adelphi shall provide NYUCD's Admissions Committee with a copy of the Program Student's official transcript, a separate calculation of the Student's grade-point average for science and non-science courses, and a recommendation on behalf of the Student.

To be eligible for admission to NYUCD's D.D.S. program, a program student must meet at least the following criteria:

- Completion of at least (90) credits of course work, including completion of all General Education requirements, all major course work, and in addition the following prerequisites: Chemistry 111 and 112 with lab, Physics 111 and 112 or 113 and 114 with lab, Organic Chemistry 251, 252, 253, 254, Biology 111 and 112 with lab, and 6 credits of English. All courses must be completed by the end of the third year at Adelphi, or such other minimum core course requirements for admission as may be in effect from time to time.
- A minimum cumulative grade-point average of 3.5.
- No final grade of D or F in any course.
- Performance that is satisfactory to NYUCD on any examination required for admission to NYUCD.
- A recommendation for admission from the Pre-Professional Advisory Committee at Adelphi.
- Participation in at least two orientation programs at NYUCD during the student's first three academic years in the Program.

In addition to meeting the admission requirements and criteria established by NYUCD for admission into its DDS Program, a student will be admitted into NYUCD only after completion of a satisfactory interview with NYUCD's Admissions Committee and certification by the Pre-Professional Advisory Committee at Adelphi that the student has completed all criteria.

Students who have satisfactorily completed the first year of NYUCD's D.D.S. Program and have fulfilled all other requirements for the bachelor's degree from Adelphi shall be awarded a bachelor's degree by Adelphi at the end of their first year at NYUCD. The granting of the degree is conferred by Adelphi University after successful completion, and on petition by the student, of the first year of dental school at NYUCD.

For additional information, please contact the Department of Biology at (516) 877-4200 or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

## **Tufts University School of Dental Medicine**

### **4/4 Early Assurance Program**

Students interested in the field of dentistry may apply for the Early Assurance Program with Tufts University School of Dental Medicine. Students will earn a B.S. in biology after four years at Adelphi University; students who meet eligibility will have the opportunity of being admitted to Tufts where they will complete four years of study earning a D.M.D.

#### **Eligible candidates must meet the following requirements:**

First-year students at Adelphi who are biology majors and who have indicated an interest in the Early Assurance Program must maintain an overall GPA of 3.5 to be recommended to Tufts University School of Dental Medicine.

Students must interview in Boston with Tufts School of Dental Medicine Admissions Committee during the spring of the first year of study at Adelphi to qualify for entrance into the Early Assurance Program.

Students must continue to maintain 3.5 overall GPA as well as a 3.5 overall in science courses.

If a student falls between a 3.3-3.49 GPA they will be placed on probation for 1 semester and must achieve a GPA over a 3.5 to be removed from probation. If a student falls below a 3.3 they are automatically removed from the program.

During their undergraduate studies at Adelphi, students must take two semesters of general biology, general chemistry, organic chemistry, general physics, and at least one semester of biochemistry.

\*Tufts and Adelphi recommend that students take advanced biology courses; Anatomy, Physiology, Histology and Immunology so that

students are better prepared their first year at Tufts.

When taking courses in the General Education Requirements, strong writing courses are encouraged in the Humanities/Social Sciences categories. A sculpture course is also recommended to count towards the Arts category.

DAT Score 18/17/18—academic average/perceptual ability/total science—must be submitted no later than end of junior year—students may submit scores three times in order to achieve the required score.

Students must be interviewed at Tufts during senior year and Tufts reserves the right to not admit students to the DMD program on the basis of its assessment of a students' candidacy following the interview.

For additional information, please contact the Department of Biology at (516) 877-4200 or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

## **Engineering Combined Plan Program with Columbia University 3/2 B.A./B.S. Program or 4/2 Combined Plan Program**

Students interested in engineering have the option of two joint degree programs offered by Adelphi University in conjunction with another leading Ivy League university. The first program offers a bachelor's degree from Adelphi (in a selected major such as physics, math/computer sciences, biology, chemistry) and a B.S. in an engineering discipline from the participating institution. In the second program, students earn a bachelor's degree from Adelphi and an M.S. in a field of engineering from the graduate school.

Combining liberal arts study and specialized engineering training, these programs provide students with the opportunity to achieve both highly developed technical and communication skills.

Engineering disciplines available:

- Applied Mathematics

- Applied Physics
- Biomedical Engineering
- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Computer Science
- Earth and Environmental Engineering
- Electrical Engineering
- Engineering and Management Systems
- Engineering Mechanics
- Industrial Engineering
- Materials Science and Engineering
- Mechanical Engineering
- Operations Research

### 3/2 B.A./B.S. Program

Students spend three years at Adelphi and two years at the professional school. The Adelphi bachelor's degree (in a selected major such as physics, math/computer sciences, biology, chemistry) will be granted upon petition by the student after successful completion of the first year at the professional school earning the required credits. The B.S. degree in engineering will be granted by the Columbia University, School of Engineering and Applied Science, upon successful completion of its requirements.

For guaranteed admission to Columbia University, students must have a GPA of 3.0 or higher at Adelphi and submit a letter of recommendation from their dual-degree program adviser.

### 4/2 Combined Plan Program

In this program, students earn a bachelor's degree from Adelphi (in a selected major such as physics, math/computer sciences, biology, chemistry) in four years and then pursue two years of study in a graduate school of engineering, leading to an M.S. in an engineering discipline.

The following is required of all majors at Adelphi University who wish to transfer to Columbia: students should consult with their advisor to tailor student-specific career goals.

### Requirements for Admission to Columbia:

- Must attend Adelphi University as a full-time student for at least two years and have a 3.0 or better overall GPA and 3.0 overall GPA average in the sciences/math/computer science courses
- Completion of a total of 97 credits with the appropriate courses by the end of junior year
- Three letters of recommendation: one from the dual degree engineering director (Dr. G. Rao), one from a science professor, and one from a mathematics/computer science professor. Both professors need to have taught the student in his/her sophomore year or later.

### MATHEMATICS

- MTH 141 Calculus and Analytic Geometry I  
(4 credits)
- MTH 142 Calculus and Analytic Geometry II  
(4 credits)
- MTH 243 Calculus III (4 credits)
- MTH 244 Introduction to Ordinary Differential Equations (3 credits)—(NOTE: Computer Science majors are exempt from MTH 244 Introduction to Ordinary Differential Equations)
- OR
- MTH 253 Linear Algebra (4 credits)—Highly Recommended and preferred by some concentrations

- PHY 211 Introduction to Mathematical Methods in Physics (4 credits)

**Note:** PHY 211 Introduction to Mathematical Methods in Physics satisfies Columbia's prerequisite for Calculus IV. Also, computer science majors are exempt from MTH 244 Introduction to Ordinary Differential Equations.

### PHYSICS

- PHY 113 Physics for Science Majors I  
(4 credits)

PHY 114 Physics for Science Majors II  
(4 credits)

**Note:** PHY 216 Modern Physics (4 credits) is highly recommended.

### CHEMISTRY

CHE 111 General Chemistry I (4 credits)

**Note:** Some Columbia Engineering Programs require an additional second semester of Chemistry, CHE 112. For applied Physics and Applied Mathematics programs, CHE 111 General Chemistry I can be substituted by one semester of BIO 111 Biological Concepts and Methods I. Furthermore, either one semester PHY 322 Advanced Physics Lab (4 credits) or one semester CHE 111 Chemistry is generally required.

### COMPUTER SCIENCE

CSC 171 Introduction to Computer Program  
(4 credits)

CSC 172 Introduction to Algorithms and Data Structures (4 credits)

Students must work with an academic advisor to make sure they meet all requirements! Students must complete all major course requirements and general education requirements before transferring to Columbia.

#### Suggested Art Courses:

ARH 196 Art and The World I  
ARH 197 Art and The World II

#### Suggested Humanities Courses:

PHI 110 Introduction to Philosophy  
ENG 231 Literature in English I

Language Course  
*OR*

MUH 238 Jazz 1920's–1940's  
MUH 239 Jazz 1950's–1970's

#### Required Social Sciences Courses:

*Select one economics requirement:*

ECA 111 The Price System  
ECA 112 The National Economy  
ECA 101 Introduction to Economics

Suggested:

ANT 111 Cultural Anthropology

For additional information, please contact the Office of Pre-Professional Advising and Fellowships at (516) 877-3140, or your major department:

Department of Physics, (516) 877-4880

Department of Mathematics and Computer Sciences, (516) 877-4480

Department of Biology, (516) 877-4200

Department of Chemistry, (516) 877-4130

### Environmental Studies

#### Columbia University

#### 3/2 B.A./B.S. Combined Plan Program

#### 4/2 M.S. Combined Plan Program

#### M.S. Program in Earth Resources Engineering

The Combined Plan Program in Environmental Studies is an educational affiliation between Adelphi University and the Henry Krumb School of Mines at Columbia University. It provides the best higher education experience possible—liberal arts and sciences and engineering; exceptional preparation and training for the professional world. As a qualified environmental studies student, you can pursue bachelor's- and master's-level studies at Columbia through three programs.

#### 3/2 Adelphi University/Columbia

#### University Combined Plan Program

This program, three years at Adelphi and two years at Columbia, provides you with a B.A. in environmental studies from Adelphi and a B.S. in earth and environmental engineering from Columbia.

#### 4/2 M.S. Adelphi University/ Columbia

#### University Combined Plan Program

If you hold a B.A. in environmental studies from Adelphi, this program, four years at Adelphi and two years at Columbia, allows you to pursue an M.S. in earth resources engineering from Columbia.

### **M.S. Program in Earth Resources Engineering**

In addition to the 4/2-year option, Columbia University's Department of Earth and Environmental Engineering and Adelphi's Environmental Studies Program collaborate in having Adelphi graduates apply/register for Columbia's M.S. Program in Earth Resources Engineering. Regardless of major, specific prerequisites are required for entry into this program. Please refer to 4/2 Combined Plan, Program Requirements, pages 248–250, for prerequisites for students in all majors. Earth and environmental sciences majors are required to take the additional prerequisites listed below (Courses are 3 credits unless noted otherwise):

- MTH 361 Introduction to Probability Theory  
*OR*  
 PHY 230 Engineering Statistics Chemistry  
 (MTH 362 Mathematical Statistics is highly recommended)
- CHE 112 General Chemistry II (*4 credits*)  
 CHE 251 Organic Chemistry I (*4 credits*)  
 ENV 109/  
 EAS 102 Physical Geology (May be taken while at Columbia (EESC W4001 Advanced General Geology)

One course chosen from among the following:

- PHY 211 Introduction to Mathematical Methods in Physics (*4 credits*)  
 PHY 216 Modern Physics (*4 credits*)  
 PHY 380 Electromagnetic Theory (*4 credits*)  
 PHY 428 Quantum Mechanics (*4 credits*)  
 BIO 111 Biological Concepts and Methods I (*4 credits*)  
 BIO 112 Biological Concepts and Methods II (*4 credits*)  
 BIO 365 Molecular Cell Biology I (*4 credits*)

### **Law**

#### **3/3 Adelphi University/New York Law School Joint Degree Program Bachelor's Degree from Adelphi University/J.D. Degree from NYLS**

A combined plan program, three years at Adelphi University and three years at New York Law School, enables you to take the required prerequisite courses at Adelphi and transfer to New York Law School after completing your junior year. With careful planning and strong credentials, you can receive both a bachelor's degree from Adelphi and a J.D. degree from New York Law School one year sooner than is usually required. The LSAT requirement is waived for most students.

Students interested in the study of law may apply for the Joint Degree Program with New York Law School (NYLS). Students may major in any academic discipline in their pre-law studies however, this program does not recommend students pick a major in the School of Business (excluding economics) due to the high number in major course credit requirements. It is difficult to complete an accounting, management or finance major in only three years of study along with General Education Requirements.

Eligible candidates must meet the following requirements:

Entrance to the Joint Degree Program may occur at one of several points, based upon the applicant's background, achievement, and demonstrated academic potential, with appropriate criteria specified for each potential point of entry.

The entering Adelphi freshman student who has demonstrated academic superiority through high school grades and class rank, combined with strong performance on the Scholastic Achievement Test (SAT), and through other achievements, and who has a declared interest in the study of law, can be considered for this program. For admission to the program, the applicant must be: eligible for admission to

Adelphi; recommended by Adelphi for admission to the joint program; and found eligible for provisional admission by NYLS after completion of a modified law school admission application form that includes NYLS application questions relevant to character and fitness issues.

For the entering Adelphi freshman student, the quantitative admission criteria for this program are as follows:

- A combined SAT score of 1200 (Reading Comprehension and Mathematical Analysis sections, not the Writing section)
- Applicants whose combined SAT score includes either a Reading Comprehension or a Mathematical Analysis score below 550 will be considered on a case-by-case basis
- A weighted grade-point average of at least 3.40 achieved in a rigorous high school curriculum.

For the student who has completed the first year of study at Adelphi and who did not meet the Joint Degree Program entrance criteria prior to admission to Adelphi, admission to the Adelphi/NYLS Joint Degree Program after the first year of study at Adelphi is likely if the student has: a minimum SAT score of 1100 (derived from the Reading Comprehension and Mathematical Analysis sections only); maintained a grade-point average (GPA) of 3.50 or better while at Adelphi; successfully completed the appropriate preparation courses in rigorous academic majors; been recommended by the liaison offices at Adelphi; had a successful interview with a designated NYLS admission representative; and been found eligible for provisional admission by NYLS after completion of a modified law school admission application form that includes NYLS applications questions relevant to character and fitness issues.

For the student who has completed the junior year at Adelphi, admission to NYLS may be possible if the student has: achieved an

exceptional grade-point average at Adelphi; successfully completed the appropriate preparation courses; been recommended by the liaison offices at Adelphi; performed well on the LSAT and had the score reported to NYLS; had a successful interview with a designated NYLS admission representative; and been found eligible for provisional admission by NYLS after completion of a modified law school admission application form that includes NYLS applications questions relevant to character and fitness issues.

For the entering Adelphi Transfer/Adult Student, admission to the Joint Degree Program is possible as follows: the student has achieved a combined SAT score of at least 1200 (Reading Comprehension and Mathematical Analysis only) and a grade-point average of at least 3.50 from a regionally accredited college or university; or the student does not meet the criteria above, but demonstrates academic promise and is recommended by the liaison offices at Adelphi has the opportunity to be considered on a case-by-case basis.

Students who enter as Adelphi Transfer/Adult Students who wish to be considered for admission to the Joint Degree program after enrolling at Adelphi may be considered as follows: the student has completed a minimum of 60 credits at Adelphi with an Adelphi GPA of at least 3.50; the student has completed at least 45 credits at Adelphi with a superior GPA, recommendation by the liaison offices at Adelphi, and a successful interview with a designated NYLS admission representative, has the opportunity to be considered on a case-by-case basis.

### **Program Requirements**

A student admitted to the program begins an accelerated course of study at Adelphi, enabling completion of the in-residence undergraduate phase in three years, earning a minimum of 90 credits, where necessary through a combination of advanced placement credit, course overloads, and summer courses. All courses in the in-residence undergraduate program are to be taught

by Adelphi faculty on any of the four Adelphi campuses (Garden City, Manhattan, Huntington, and Poughkeepsie). The student is required to follow the prescribed program at Adelphi and maintain an undergraduate GPA of 3.00 or better.

While enrolled at Adelphi, the student must pursue and show academic success and demonstrate skills in writing through course work, graded writing samples, portfolios, or other such materials. To continue as a matriculated student at New York Law School, the student must receive recommendation letters from the program dean and pre-law advisor.

On completion of the third year of the undergraduate program, registration in the NYLS program is dependent upon satisfying the requirements above along with completion of a modified law school admission application form that includes updated information in response to NYLS application questions relevant to character and fitness issues.

### **Scholarship Awards**

For the first year of study at NYLS, NYLS will guarantee the continuation of the merit scholarship the student received at Adelphi. Renewal after the first year will be based upon achievement of the GPA required for renewal of NYLS administered merit scholarships. Students may be considered for NYLS merit scholarships with enhanced award amounts by taking the LSAT. Appropriate counseling, based on consultation with NYLS admission representatives, should encourage only those whose likely score would yield an enhanced award.

For further information, please contact the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

## **Optometry**

### **3/4 Joint Degree Program Adelphi University/SUNY College of Optometry Bachelor's Degree from Adelphi University/Doctor of Optometry Program (O.D.)**

Adelphi University and SUNY College of Optometry jointly select students each year who will select a major at Adelphi and who will enter the SUNY College of Optometry at the end of their third year of undergraduate study. Adelphi University will confer the bachelor's degree after the successful completion of the first year of optometry school, upon petition by the student.

To be considered for this program when applying to Adelphi University, directly from high school candidates must have the following:

- SATs of at least 1200 with the Math score of at least 600
- Must have a high school grade-point average of at least 93 out of 100
- Should be in the upper 10% of their high school class (depending on the reputation of the high school)
- Must have a definite interest in the profession of optometry and have explored it
- Must show evidence of community involvement
- Must have reasonable communication and interpersonal skills
- Must submit to an interview

Most students major in the natural sciences (biology, chemistry, etc.) because the prerequisites for optometry school are science intensive. However, prospective students can major in any degree discipline as long as they complete all the prerequisite courses for optometry:

- General Biology with Labs (1 year)
- General Chemistry with Labs (1 year)
- Organic Chemistry/Biochemistry with Labs (1 year)
- General Physics with Labs (1 year)
- Calculus (1 semester)

- Psychology (1 semester)
- Statistics (1 semester)
- English (1 year)
- Social Sciences (1 year)

To be considered once attending Adelphi University, candidates must have the following:

- Must have an overall GPA of at least 3.3
- Must have an overall GPA of at least 3.3 in all math and science prerequisites taken with no individual grade below a C
- Must have a definite interest in the profession of optometry and have explored it
- Must show evidence of community involvement
- Must have reasonable communication and interpersonal skills
- Must submit to an interview

If admitted into the 3/4 program, the following are required while attending Adelphi University:

- Maintain at least a 3.3 overall GPA
- Must have an overall GPA of at least 3.3 in all math and science prerequisites taken with no individual grade below a C
- Take the Optometric Admission Test in the third undergraduate year and attain a Total Science score (TS) of at least 330 with on individual score below a 310
- Have submitted the required letters of recommendation
- Submit all transcripts of academic work
- Show evidence of community involvement
- Explore the profession extensively by visiting several optometric practices
- Submit the routine application required of all students during your junior year
- Submit to a final interview at the SUNY College of Optometry during your junior year
- Meet all the requirements of graduation from Adelphi University

For additional information, please contact the Department of Biology at (516) 877-4200

or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

### **Physical Therapy New York Medical College 4/3 B.S./D.P.T. Program Early Assurance Program**

The Doctor of Physical Therapy (DPT) degree program is a wonderful opportunity for graduates of Adelphi to transition to NYMC whose campus setting is much like ours. NYMC offers close professional relationships between faculty and students, class size target is limited to 30 students and students are assigned to faculty members for professional development and advisement. NYMC welcomes students to apply from across all academic disciplines as long as all prerequisites are met. Also, Adelphi students who are recommended by Adelphi's Pre-Professional Advisory Committee are waived from taking the GRE requirements.

This program prepares students to become competent and caring physical therapists who will be able to skillfully practice in a variety of clinical settings and evolve with changes in the healthcare system. The program provides students a strong foundation in the basic sciences, expertise in the examination, diagnosis, and treatment of movement impairments, and extensive clinical training much of which may be completed on Long Island during the second and third years of study in the practice of physical therapy.

What sets this program apart from all others is that students are taught by the best and brightest of both the field of medicine and physical therapy. Faculty from the Department of Physical Therapy, the School of Medicine, and the School of Basic Medical Sciences provide students an outstanding education in the sciences that underlie physical therapy. The educational process culminates with opportunities for specialization in clinical education and through the completion of a doctoral thesis in an area

of teaching, public health service, or clinical research.

A graduate of the DPT program at NYMC is prepared to immediately pass the national licensure examination, a requirement for physical therapy practice, and to assume full clinical responsibilities. NYMC has a 91% first-time passing rate and 100% ultimate passing rate for the national licensure exam.

### **Qualifications for Early Assurance**

*(Note: This program is also available to students who are currently studying at Adelphi and meet the following criteria.)*

Students may apply for the Early Assurance Program through the application process to Adelphi University. Students will qualify if their high school GPA is a 3.5 or higher and if their SAT scores are a combined total of 1300 with at least a 620 in the math section. Students who are currently attending Adelphi may also apply to the program. Once accepted by Adelphi's Pre-Professional Advisory Committee students must maintain the following while attending Adelphi:

- GPA 3.3 and above, no grades below C
- 3 Recommendation letters—letters must come from, Adelphi's Pre-Professional Advisory Committee, a faculty member, a physical therapist
- Current certification in first aid and cardiopulmonary resuscitation
- Physical Therapy Experience—Greater than 50 hours of volunteer experience in two or more physical therapy clinics

The following courses are the prerequisites required for admission to the program:

- BIO 111 Biological Concepts and Methods with lab
- PHY 111 and 112 College Physics I and College Physics II both with labs
- CHE 111 and 112 General Chemistry 111 and General Chemistry 112 both with labs (students may take CHE 107 and 108 Essentials of Chemistry I and II both with

labs but CHE 111 and 112 is preferred. CHE 251 Organic Chemistry is recommended but not required)

- BIO 203 Human Body and BIO 204 Human Body, both with labs
- PIA 101 General Psychology (and one advanced level psychology course)
- One course in Math; Calculus preferred
- One course in Statistics (MTH 113 Survey of Statistics or MTH 114 Statistics for the Natural Sciences; or PIA 137 Psychological Statistics or SOC 200 Sociological Statistics)

### **Processes for Early Assurance for Current Students Who Qualify for Admission**

Adelphi's Pre-Professional Advisory Committee will monitor the academic progress of qualified students making sure they are meeting all requirements. Students who fall below a 3.3 GPA will be granted a one semester probation period in order to return the GPA to 3.3 or higher. If a student does not succeed in meeting this requirement, the student will then be removed from the program. Students who satisfy all requirements will be reviewed by Adelphi's Pre-Professional Advisory Committee who will notify the chair of the Department of Physical Therapy in the School of Public Health, NYMC. The Committee and the Chair will counsel the student during the undergraduate years to ensure that all admission requirements are completed. The Committee will formally recommend to the NYMC Admission office at NYMC that the student be considered for early acceptance and will submit the students application. The student will visit the School of Public Health prior to the end of the junior year for a tour/orientation to the Department of Physical Therapy and for a formal interview. Contingent upon a favorable decision from NYMC Admissions Committee, the student will be given provisional acceptance. In order to confirm a place in the class, the student must submit a deposit at the beginning of the senior year which will then be applied towards the first

year of graduate study at NYMC. Formal acceptance is contingent upon the student's completion of all remaining undergraduate course work at a level comparable to their earlier course work and the submission of a final transcript indicating degree completion and date.

### Admission Criteria

The final decision as to whether an applicant is accepted into NYMC rest with their Admissions Committee. This decision will be based on careful consideration of the recommendation of Adelphi's Pre-Professional Advisory Committee, the applicant's application materials, and the interview. Specific qualifications fall into the following two areas:

### Academic Readiness

Students must demonstrate academic readiness:

- The student must have a strong academic foundation in prerequisite coursework and in his/her major area of study.
- The student must have a plan in place to successfully complete all necessary coursework prior to beginning graduate study.
- One of three required recommendation letters must be from a college professor who can attest to the applicant's academic competency for graduate study in physical therapy.
- Graduate Record Examination scores—students recommended for early acceptance by Adelphi's Pre-Professional Advisory Committee will not be required to submit test scores from the GRE. The merits of the student's academic performance and the recommendations of Adelphi's Pre-Professional Advisory Committee will suffice.

Additional factors that provide evidence of academic readiness include:

- Special academic experiences or challenges (i.e., a particularly difficult major or elective courses, extra experience in research labs, study abroad, etc.);

- Above average skill in writing, as demonstrated by the written personal statement and by grades in writing-intensive courses;
- Awareness of what problem-based learning requires and evidence of having the qualities necessary to succeed in a problem-based curriculum (i.e., self-directed, disciplined, good problem-solving abilities, willingness and ability to work in groups).

### Professional Readiness

- The student must be able to clearly express his/her reasons for wanting to become a physical therapist, and explain how his/her decision is based on a sound appraisal of his/her own personal characteristics.
- The student must provide evidence of at least 50 hours of volunteer or work experience in physical therapy. It is preferred that these hours be fulfilled in two or more clinical sites that serve different types of patients.
- One of three required recommendation letters must be from a physical therapist with whom the student has worked in a volunteer or paid capacity. The therapist must be able to attest to the student's personal and professional attributes and competency for study and future practice in physical therapy.
- The student must be able to provide evidence of leadership, a strong work ethic, and a caring personality. These are demonstrated through the written personal statement, letters of recommendation, and the interview.
- The student must provide evidence of the attributes of maturity, responsibility, and service to others through life experiences and achievements.

**Note:** There is also a 3/3 program available for students who have demonstrated an exceptional record. The student would need to satisfy the same requirements as the 4/3; however, all major course work and all General Education

Requirements must be satisfied before entering the EAP with NYMC School of Public Health. Students may be granted an Adelphi diploma after completion of their first year at NYMC.

For additional information, please contact the Department of Biology at (516) 877-4200, the Department of Health Studies, Physical Education and Human Performance Science at (516) 877-4260, or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.



XI



STUDENT  
LIFE

## Student Life at Adelphi

### Student Life

Students with suggestions for augmenting student life at Adelphi, or who have other issues or concerns, are invited to see the Dean of Student Affairs in University Center 106, (516) 877-3660. Additional information is available on the Web at <http://students.adelphi.edu/sa/dean>.

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.

### Arts and Events

Students, faculty, and the greater community enjoy wide-ranging arts and events at Adelphi that feature prestigious guests, talented faculty and students. Cultural events are scheduled throughout the year and include the performing arts—dance, theatre, and music—as well as a lecture series, art series, and ambassador series.

Recent guest speakers on campus have addressed various topics. Seymour Hersh, the widely acclaimed investigative reporter, gave a very informative speech about the Iraqi prisoner scandal that is detailed in his book, *Chain of Command: The Road from 9/11 to Abu Ghraib*. “Baseball in the Big Apple: An Evening with Brian Cashman and Omar Minaya,” featured the general managers of both the New York Mets and the New York Yankees. Another recent guest, Anthony Bourdain, executive chef at New

York's famous bistro, *Les Halles*, and host of Travel Channel's *No Reservations*, cooked for students and gave a lecture entitled “How to Stop Worrying and Enjoy Globalization/Global Adventures in Extreme Cuisine.”

The Cultural Events Committee brings many world-renowned and fascinating speakers to our campus. Past speakers include authors James Bradley, Jonathan Kozol, and Jane Smiley; journalists and political commentators David Gergen, James Carville, and Mary Matalin; Nobel Prize winner, Bill Phillips; actors Rita Moreno and Ben Vereen; filmmaker Spike Lee; and New York Yankees Manager Joe Torre.

For information about upcoming productions and events, visit <http://events.adelphi.edu>.

### Office of Disability Support Services

Students who have a documented disability may be eligible for cost-free reasonable accommodations and academic assistance. Students with disabilities who are in need of accommodations must contact the Office of Disability Support Services. Reasonable accommodations are determined individually by the Office according to documented need. Some of the more typical accommodations are: extended time testing, distraction reduced test environment, readers for exams, note takers, books in alternative format, enlarged-print textbooks and class materials, sign language interpreters for students who are deaf or hard of hearing, and handicapped parking permits.

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

To apply for accommodations, the student must complete the Petition for Reasonable Accommodations and Academic Adjustment form and the Consent for Release of Information form, and also provide recent, valid disability documentation from a qualified professional. Guidelines for disability documentation are available at the Office of Disability Support Services or online at <http://students.adelphi.edu/sa/dss>.

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

## Study Abroad

The Office of International Student Services/ Study Abroad offers a variety of educational program opportunities for Adelphi students to spend a summer, 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.

Adelphi University currently offers several faculty-led study abroad programs in Italy (Florence and Rome), Greece, the Bahamas, and Mexico. Students wishing to participate should contact the Office of Study Abroad.

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. Each fall our students are invited to attend an annual Study Abroad Fair. The fair provides students with an opportunity to speak to many study abroad representatives and receive immediate information concerning many programs.

Students wishing to study abroad must first meet with the study abroad adviser, complete an application, and receive advisement. The office

is located in the University Center, room 109, (516) 877-3620, or (516) 877-4990.

## Residential Life and Housing

Adelphi is an international University with students joining us from 37 states and more than 45 countries. It provides a true cosmopolitan atmosphere, in which the best of academic life is available.

Adelphi maintains six 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 so on their application for admission. Admission to the University does not imply that a room has been reserved. Interested applicants should complete the housing agreement on the reservation card included in the acceptance packet. Please act quickly as space is limited. Additional information is available from the Office of Residential Life and Housing, Earle Hall, room 100, (516) 877-3650, or at <http://students.adelphi.edu/sa/rlh>.

## 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. Also housed within the UC are the Commuter Lounge, the University bookstore, the Underground Café, the campus cafeteria, the art gallery, a lost and found, an ATM machine, several student organization offices, meeting space, and the Interfaith Chapel.

Across campus, Post Hall contains a dining facility featuring Sbarro’s, a convenience store, and the Panther Grill.

## Student Involvement

Recognizing the importance of a full undergraduate experience for its resident and commuter students alike, Adelphi sponsors a broad range of cocurricular activities. Through the Center for Student Involvement, Adelphi sponsors a number of trips to New York City theatres and coordinates a variety of on-campus social events. Adelphi’s Department of Performing Arts also adds to campus life with dance, theatre, and music productions in the Olmsted Theatre. The Cultural Events Program and the Student Activities Board bring many world-renowned and fascinating speakers to our campus. (For more information on speakers, see the “Cultural Events 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. The Center for Student Involvement sponsors a Leadership Development Series to prepare students for life at Adelphi and beyond.

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 newspaper, *The Delphian*, and the student art magazine, *Magnum Opus*. Others meet in religious groups such as the Catholic Campus Community, Christian Fellowship, the Newman Club, Hillel, and the Muslim Student Association; or in community service/social action clubs like C.A.L.I.B.E.R., Circle K International, and N.A.A.C.P. Cultural awareness groups include the International Students Society and Latino Students United. Students may also enhance knowledge in their field of study through participation in academic societies and organizations. Such organizations include the Physics Club; Health, Physical Education, and Exercise Science Club; and the Undergraduate Social Work Council.

The 24 honor societies on campus recognize academic achievement, while the 10 Greek-letter fraternities, sororities, and social fellowships promote community service and enhance the social life of many students. The Center for Student Involvement is located in University Center, room 110, (516) 877-3603.

## Orientation

All new freshmen are required to participate in a mandatory orientation program during the summer in conjunction with registration. Freshmen matriculating in the fall semester participate in a three-day overnight program and attend the matriculation ceremony; 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 cocurricular life; campus facilities and resources; and affords freshmen the opportunity to register for classes. 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

Center for Student Involvement 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 19 sports: men's soccer, golf, cross-country, basketball, baseball, tennis, lacrosse, swimming, and track; women's cross-country, soccer, volleyball, basketball, softball, lacrosse, tennis, bowling, swimming, and track. The teams compete at the NCAA Division II level with the exception of men's soccer which competes in Division I. At one time or another, all teams and many individuals have been recognized for excellence both regionally and nationally. Baseball has reached the NCAA College World Series four times in the last six years; women's soccer has qualified for the NCAA Tournament six times in the last ten years and has competed in the Final Four nationally; the men's lacrosse team has won seven national titles ('79, '81, '93, '95, '98, '99 and '01) and was second in 1996 and 1997; the women's lacrosse team won the 2004 NCAA Division II Championship; and the men's basketball team won the NCAA Northeast Regional Championship in 2001 and 2002, and finished in the 2004-2005 season as the top-ranked team in Division II.

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

There is also a vigorous intramural program that attracts hundreds of students each season. Opportunities for self-scheduled recreational activities include swimming, running, tennis, aerobics, and use of the "Fitness Center." Intramural activities such as floor hockey, indoor soccer, softball, running competition, flag foot-

ball, basketball, and volleyball are the basis for a large and ever changing program.

### **AUTV**

AUTV is a television system that broadcasts campus event information to monitors throughout the Garden City campus. All members of the Adelphi community may list their club or organization's events on AUTV.

### **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 programs. Key services include off-campus housing information, maps, lockers, public transportation schedules (bus, train, and taxi service), and AUTV information for campus events. The Commuter Student Lounge provides computers and a place to study, relax, and meet with friends. The office is located in University Center, room 109, (516) 877-6667, <http://students.adelphi.edu/sa/csa>.

### **Center for Cross-Cultural Enrichment**

The Center for Cross-Cultural Enrichment, 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 Center 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 Center for Cross-Cultural Enrichment can provide information on the following areas:

- Commuter Student Services
- Freshman Community Action Program
- Interfaith Center
- International Student Services
- Multicultural Affairs
- Opportunity Program
- Recognition Award
- Study Abroad

For more information, call (516) 877-3661 or visit the Center's Web site, <http://students.adelphi.edu.sa.ccee>.

### **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 U.S. Citizenship and Immigration Service, Social Security Administration, and a wide variety of concerns such as culture, customs, and educational systems.

In addition, the Office of International Student Services and the International Student Society can help all international students meet the academic, social, and personal challenges before them: registering for classes, making new friends, finding a suitable place to live, learning the procedures and policies of the University, and developing an understanding of American culture through workshops, special events, and individual counseling.

The office is located in room 109 of the University Center, (516) 877-4990 or (516) 877-3661.

### **Interfaith Center**

Religious life and practice is a matter of choice at Adelphi. As a private, nonsectarian university, Adelphi does not promulgate any particular religious belief. The Interfaith Center provides a campus ministry to suit individual needs through spiritual guidance, counseling, educational programs, social events, and opportunities for worship. Participation is voluntary and all are welcome. Students are served by representatives of the Catholic, Jewish, Muslim, and Protestant faiths. Buddhist meditation is also offered.

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 Catholic, Humanist, Jewish, Muslim, and Protestant chaplains.

The office is located in room 302 of the University Center, (516) 877-3113, <http://students.adelphi.edu/sa/ifc>.

### **Student Counseling Center**

*University Center 310*

*Deborah Ramirez, Director*

*Email: [ramirez@adelphi.edu](mailto:ramirez@adelphi.edu)*

The Student Counseling Center helps undergraduate and graduate students with problems or concerns that may interfere with their academic and personal goals. The Center offers a variety of services including confidential individual and group counseling, evaluation, crisis intervention, psychiatric services, rape crisis counseling, anger-management counseling and education, outreach and consultation services, psychoeducational workshops, and referrals to on-campus and off-campus resources.

A workshop series offers a forum to discuss issues that impact students' lives. Common concerns students express to our counselors include self-esteem problems, depression, anxiety, eating disorders and body image issues, relationship difficulties, dealing with emotions, family-relat-

ed issues, decision making, and uncertainty about the future. Any student currently enrolled at Adelphi, part time or full time, is eligible for these free, private, and confidential year-round services.

Drugs and alcohol are a problem on college campuses nationwide. At times, the use of drugs and alcohol becomes problematic for students, resulting in personal problems or academic difficulties. The Student Counseling Center offers education and confidential counseling on substance abuse issues. A drug and alcohol counselor is available by appointment at (516) 877- 3646.

For more information about the Student Counseling Center, visit <http://students.adelphi.edu/sa/scc>.

### **Peer Counseling Center**

*University Center 310*

The Peer Counseling Center is a crisis intervention telephone hotline and drop-in center staffed by carefully trained Adelphi undergraduate students. The Peer Counseling Center Hotline can be reached by calling (516) 877-3663 or by coming to University Center 310. Peer counselors are trained and supervised to respond to students' requests for support, information, and referral. All enrolled students may use this confidential service. Anonymity is ensured except in emergency situations deemed dangerous to life.

The Peer Counseling Center is open from 7:00 p.m. to 11:00 p.m., Monday through Friday, during the fall and spring semesters (closed during all breaks).

### **Center for Psychological Services**

*Hy Weinberg Building*

*Jonathan Jackson, Director*

The Center for Psychological Services is dedicated to providing high quality, affordable mental healthcare. Part of the Gordon F. Derner Institute for Advanced Psychological Studies, it offers students, staff, and the surrounding

community a range of specialized treatment programs for children, adolescents, and adults. Professional and confidential services are provided at no fee to members of the Adelphi community by therapists studying for a doctorate in clinical psychology. Therapists are in full-time residence and work under faculty supervision.

Clinics at both the Garden City campus and Manhattan Center offer a full complement of low-cost services, including psychological testing and treatment plans to effect long-lasting change. Psycho-educational testing is available to diagnose learning disabilities.

The Center offers special services including:

- Play Therapy for Children
- Intensive Group Treatment for Eating Disorders
- Accelerated Dynamic Psychotherapy
- Group and Individual Therapy for Codependency
- Relationship Impasses
- Anxiety Disorders
- Depression

Throughout the year, the Center also sponsors conferences, workshops, and other educational events open to the general public. Referrals to specialists in mental health or allied fields such as psychopharmacology, nutrition and weight management, academic tutoring, or divorce mediation are available through an extensive network of providers. The Center's Web site is [www.adelphi.edu/communityservices/derner/dernercenter](http://www.adelphi.edu/communityservices/derner/dernercenter). For additional information, call (516) 877-4820.

### **Opportunity Program**

This program is designed to assist the most financially disadvantaged students. Students must meet both academic and financial requirements. Each year, ten students are selected to receive an Opportunity Grant, which is renewed each academic year as long as the student continues to fulfill the program requirements. The Opportunity Program counsels students regard-

ing academic progression on a regular basis and encourages campus involvement. The office is located in University Center 109, (516) 877-4944.

## **Health Services Center**

### *Waldo Hall*

The Health Services Center provides health-care and health education to the University community. The Center also provides students with information on immunization requirements and insurance, and maintains all health forms required by the University. 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 Monday through Friday, from 8:00 a.m. to 4:00 p.m. The staff will make referrals to the appropriate healthcare professional or community organization. Appointments with the off-campus University physicians can be made weekdays from 9:00 a.m. to 3:00 p.m.

Health Services provides emergency response to any accidents and/or injuries involving any person on the campus. In case of emergency while the Health Services Center is closed, call Public Safety by dialing 5 from any campus telephone, or by dialing (516) 877-3511.

In conjunction with other campus organizations, the Center offers workshops and seminars on health and wellness. Topics include:

- Risk reduction strategies
- Stress management techniques
- Nutritional counseling
- Weight loss programs
- Smoking cessation programs.

For more information, visit the Center's Web site, <http://students.adelphi.edu/sa/hs>. Students may contact the Health Services Center at (516) 877-6000.

## **Immunization Requirements**

The Health Services Center provides information on immunization requirements and maintains all health forms required by the University.

New York State Immunization Law requires all students registered for 6 or more credits and born after 1956 to prove immunity to measles, mumps, and rubella. Students are also required to complete the Meningococcal Meningitis Response Form and Health History. These forms can be found online at <http://students.adelphi.edu/sa/hs/forms.php>. Course registration and attendance at Adelphi University will not be possible without clearance by the Health Services Center.

## **Medical Insurance**

Any Adelphi University student who is currently registered may purchase the Adelphi University Accident and Health Insurance policy. 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.

XII



ACADEMIC  
SUPPORT

## Academic Support at Adelphi

### Office of Academic Services and Retention

*Levermore Hall, Room 503*

*Web site: <http://academics.adelphi.edu/asr>*

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 advisers. Each student receives not only the best possible program advisement but advisement that considers the individual needs of each student in his or her academic, personal life, and career goals.

The final academic appeal of any student is to the Office of Academic Services and Retention, which also oversees transactions such as leaves, withdrawals, and petitions to waive rules.

The Office of Academic Services and Retention sponsors and coordinates independent undergraduate research projects with Adelphi faculty members. Some of these research projects are nominated for presentation at the National Conference for Undergraduate Research and other scholarly conferences and meetings.

Students who have questions may stop by the Office, located in Levermore Hall, room 303. Fall and spring semester office hours are Monday through Thursday from 8:30 a.m. to 6:00 p.m. and Friday from 8:30 a.m. to 4:30 p.m. During the summer, or when classes are not in session, the Office of Academic Services and Retention is open from 8:30 a.m. to 4:30 p.m., Monday through Friday. Students in our off-campus sites may also utilize the services of this Office. See also “Academic Advising” in Chapter XV of this *Bulletin*.

### University Learning Center

*Earle Hall, Lower Level*

*Web site: <http://students.adelphi.edu/learningcenter>*

The Learning Center provides free peer-assisted tutoring, consultation, and other forms of academic assistance to enhance students’ academic performances.

The Center’s resources are available to undergraduate and graduate students enrolled at any Adelphi University campus. The Center’s peer tutors are students with both excellent communication skills and academic knowledge. All academic support programs commence during the first week of classes, so that students are able to receive assistance before they experience academic difficulty. The Center offers:

- Tutoring in academic courses
- Individual and small group tutoring, workshops to enhance reading, test taking and study skills
- Workshops for graduate exam preparation (GRE, GMAT, LSAT, and MCAT)
- Seminars on special learning topics (personal statements, cover letters)
- Opportunities to practice speaking English for international students
- Review sessions for particular courses
- Computer lab and study rooms
- Recitations for chemistry and physics

Students are encouraged to visit the Learning Center for supplemental instruction in specific subject areas, as well as for academic enrichment, particularly in communication strategies.

The Learning Center serves both students who are having academic difficulty as well as those who are doing well academically and want to develop their skills further, increase their knowledge, and raise their GPA.

Students may come to the Center as often as they want and seek assistance at any time during the semester, as the need arises. Appointments are not necessary (although they can be made); students simply come to the Center at the time when tutoring for a particular subject is sched-

uled and a Learning Center peer learning assistant works with them.

The Learning Center is open throughout the school year. During the fall and spring semesters, the Center is open Monday through Thursday from 9:00 a.m. to 8:00 p.m., and 9:00 a.m. to 5:00 p.m. on Friday. Summer session hours are 8:00 a.m. to 5:00 p.m., Monday through Friday.

For more information, visit the Center's Web site, call (516) 877-3200, or email Learning Center Director Henrietta Pearlman at [pearlman@adelphi.edu](mailto:pearlman@adelphi.edu).

## Writing Center

The Writing Center helps students of all abilities learn to use writing more effectively within their programs. The staff of peer tutors works with students in the process of writing essay assignments, lab reports, cover letters, graduate school admissions essays, job applications, or any other important written material. Students may make an appointment or simply drop in. Standing appointments and long-term arrangements can be made for those working on larger projects. The Writing Center also offers frequent workshops on a variety of topics and maintains a library of composition reference books and handouts.

The Writing Center on the Garden City campus, located on the lower level of Earle Hall, is open during the fall and spring semesters Monday through Thursday, 9:00 a.m. to 8:00 p.m., and Friday, 9:00 a.m. to 5:00 p.m. Summer session hours are Monday through Thursday, 9:00 a.m. to 5:00 p.m. In addition, the Writing Center provides evening and weekend tutoring at the Manhattan Center Library and at a drop-in desk at Swirbul Library. Students from the Hudson Valley and Hauppauge campuses may call the Writing Center to schedule telephone and online tutoring sessions during regular hours of operation. For more information, telephone (516) 877-3296 or visit the Center's Web site at <http://students.adelphi.edu/writingcenter>.

## University Libraries

The University Libraries are composed of Swirbul Library, the Archives and Special Collections, and the libraries at the Manhattan, Hauppauge, and Hudson Valley 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 provide state-of-the-art information systems and services including Internet-based information resources, electronic full-text journals, and document delivery services. The Adelphi Library Catalog Online (ALICAT) provides electronic access to the Libraries' holdings. Participation in the ConnectNY consortium of New York academic libraries provides direct borrowing of the 5 million books in the collections of member libraries. 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. Science materials include collections in the areas of physics, chemistry, and biology. 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. Swirbul Library houses General Reference Services, Access Services (Nonprint, Circulation, Reserve), Periodicals, Microforms, Interlibrary Loan and Document Delivery Services, a Curriculum Materials Center, classrooms and computer laboratories, the Information Commons, and The Copy Center.

Special Collections and University Archives is located in New Hall, which is adjacent to Swirbul. Among the notable special collections are 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 Gerhart Hauptmann; and the Robert R. McMillan Collection of Political and Presidential Memorabilia. The Library is also a selective depository for official publications of the United States and New York State.

Collections are maintained in the libraries at the Manhattan, Hauppauge, and Hudson Valley Centers in support of the academic programs offered at those sites.

### **Swirbul Library/Information Commons**

Regular Schedule:

Monday–Thursday:

8:00 a.m.–12:00 Midnight + \*

Friday: 8:00 a.m.–8:00 p.m. +

Saturday: 8:00 a.m.–8:00 p.m. #

Sunday: 10:00 a.m.–12:00 Midnight \*

+ *Public service desks open at 8:30 a.m.*

\* *Public service desks close at 10:00 p.m.*

# *Public service desks open at 10:00 a.m.*

For information and hours call: (516) 877-3572.

### **Office of Information Technology and Resources**

<http://infotech.adelphi.edu/>

*Hagedorn Hall of Enterprise, Lower Level*

*(516) 877-3340*

*Email: [customerservices@adelphi.edu](mailto:customerservices@adelphi.edu)*

The Office of Information Technology and Resources (OITR) is dedicated to providing you with the technology resources that you need to succeed. OITR technicians and Customer Services staff offer ongoing training and support services so that you can take full advantage of these resources.

OITR has also created training manuals that can be downloaded at <http://infotech.adelphi.edu/resources/manuals.php>.

### **Customer Services**

Customer Services is located in the Information Commons on the second floor of Swirbul Library.

You can contact Customer Services by:

Telephone: (516) 877-3340

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

Hours vary by semester and during exam periods. Fall semester hours are:

Monday–Thursday: 8:00 a.m.–12:00 midnight

Friday: 8:00 a.m.–8:00 p.m.

Saturday: 8:00 a.m.–8:00 p.m.

Sunday: 10:00 a.m.–8:00 p.m.

### **Peer-to-Peer Training**

These training sessions are led by students who will teach you the basics of new software applications and help answer your questions about designing your own Web site. Subjects include:

- Basic instruction on Microsoft Word, Excel, PowerPoint, and Access
- File management
- What is File Transfer Protocol (FTP)?
- Web site design
- Making PDFs

For more information and to see the schedule of training classes, go to <http://infotech.adelphi.edu/services/students/peer.php>.

### **General Access Computer Labs**

OITR provides eight general-access computer labs at the following locations:

- Information Commons in Swirbul Library
- Gallagher Lab
- UC Café, Lower Level
- Hagedorn 110
- Science 227
- Swirbul 100
- Swirbul 201
- Sager Lab

### Software Downloads

Some software applications are available as a free download from <http://infotech.adelphi.edu/resources/downloads.php>.

### Hardware Support

OITR does not repair your personal computers. However, the staff can recommend local repair shops.

### Wireless Access

To facilitate network access, OITR has created both indoor and outdoor hot spots on campus. Your laptop must be equipped with a Wi-Fi card (802.11b) and capable of 128-bit encryption. Before you connect, you must contact Customer Services and provide a valid Adelphi ID. Upon verification, Customer Services will give you instructions on how to connect to the Adelphi wireless system.

For more information on connecting to the wireless network, go to <http://infotech.adelphi.edu/resources/wireless.php>.

### Indoor Access Areas

- Swirbul Library Information Commons
- University Center:
  - Cafeteria and Lobby
  - Café, Lower Level
  - Commuter Lounge
- Post Hall Cafeteria
- Blodgett Hall
- Eddy Hall
- Hagedorn Hall of Enterprise
- Hy Weinberg Center
- Levermore Hall
- New Hall
- Science Building
- School of Social Work building
- Waldo Hall

Look for the yellow signs on campus that indicate the wireless hot spots. For a map of the specific locations within each building, go to <http://infotech.adelphi.edu/resources/wireless.php>.

### Outdoor Access Areas

For a map of outdoor wireless hot spots, go to <http://infotech.adelphi.edu/resources/wireless.php>.

### Commuter Lounge

The Commuter Lounge, located on the lower level of the University Center, is equipped with computers and a printer and offers Internet access. The Commuter Lounge is also set up for wireless network access.

### eCampus

<http://ecampus.adelphi.edu>

#### What it is.

The Adelphi eCampus portal gives you easy access to applications and services with a single sign on. Once you log on to eCampus, you can read your email, post to the message boards, access C.L.A.S.S. and Blackboard, and check the calendar for the latest events.

eCampus is organized by tabs:

- My eCampus
- Message Boards
- Calendar
- Libraries
- Email
- Services

### Logging on to eCampus

You are required to create a universal password. Follow the prompts to create your universal password at <http://ecampus.adelphi.edu/>.

Note for AOL users:

- You cannot log on to any of the Adelphi online services using AOL. If AOL is your only Internet Service Provider (ISP), please follow these steps:
  - Connect through AOL
  - Minimize the AOL window (click the minimize button, located on the top-right side of the window)
  - Double click on either Internet Explorer or Netscape to open a browser window

- In the address bar, type in the URL:  
<http://ecampus.adelphi.edu/>
- Log on to eCampus

### My eCampus Tab

- Today at Adelphi
- Announcements
- My News with customizable RSS feeds from *Newsday*, *The New York Times*, and other publications
- Quick Links to the Campus Bookstore, campus directories, arts and events, and local establishments

### Message Boards Tab

- Open to students, faculty, and administration to post questions and share information.

### Calendar Tab

- University Calendar of Events
- Options to view other calendars, including the academic calendar

### Email Tab

Adelphi utilizes the GroupWise system. To have your Adelphi email forwarded to another email address:

- Click the “Options” icon and then “Rules”
- Go to “Type” and then select the pull-down menu and select the “Forward” option
- Click on the “Create” button
- The “Create Rule-Forward” screen will appear
- Type in a name for your “Rule”
- In the “To” area, insert the email address to which you want your emails forwarded
- Select “Save” at the bottom of the screen
- The “Forward Rule” is created
- Click “Close” to exit the “Options” area and return to your Adelphi email.

If you are experiencing problems logging in, contact Customer Services at (516) 877-3340 or [customerservices@adelphi.edu](mailto:customerservices@adelphi.edu).

### Services Tab

- Blackboard

Use Blackboard—a Web-based e-Learning software—to access course materials and online class discussions.

To access Blackboard in eCampus:

Go to the “My Adelphi” page. You’ll see a list of your courses that are taught by professors using Blackboard.

Click on the course to find out the syllabus, course materials, and assignments from your professor.

Remember to log out after you complete your session.

If you are experiencing problems, review the Blackboard manual on the OITR Web site at <http://infotech.adelphi.edu/resources/manuals.php> or contact Customer Services at (516) 877-3340 or [customerservices@adelphi.edu](mailto:customerservices@adelphi.edu).

- C.L.A.S.S. (Course Listing, Advising, and Student Services)

C.L.A.S.S. lets you view your personal, academic, and financial information. As an authorized user, you can check your course registration, find classroom locations, or change information in your personal database. C.L.A.S.S. is only available to authorized users and requires a PIN (Personal Identification Number). First-time users must create a PIN.

Click “Create a PIN” on the C.L.A.S.S. main page. Fill in the information in the format as indicated. Your PIN must consist of NUMBERS ONLY. We recommend changing your PIN frequently for security reasons.

The following capabilities are provided:

- My PIN: Change your Personal Identification Number
- My Adviser: View adviser’s name and contact information, or send an email

- **My Registration:** Register and submit drops and adds
- **My Registration Holds:** View all blocks that affect future registration
- **My Course Confirmation:** View class schedule for a specific semester
- **My Financial Aid:** View detailed financial assistance by semester
- **My Billing:** View account balance and detailed transaction history by semester
- **Make a Payment:** Make a secure payment with Visa or MasterCard
- **Request a Refund:** Request a refund if you have a credit balance
- **My Grades:** View class grades for a specific semester
- **My Transcript:** View a detailed transcript of classes, grades, and grade-point information
- **My Meal Plan Balance:** View information about your meal plan
- **Course/Dept Directory:** View course offerings and seats available
- **Faculty Directory:** View directory information for selected faculty

For help in using C.L.A.S.S. refer to the manual on the OITR Web site: <http://infotech.adelphi.edu/resources/manuals.php>.

- **Clearinghouse**  
The National Student Clearinghouse provides secure access to your enrollment history and gives real-time student loan information.
- **Course Search**  
You can use this to look up Adelphi course offerings for the current semester. Set your specific search criteria to find courses by semester, level, school, department, day of the week, and campus.

- **DegreeWorks Degree Audit System**

DegreeWorks is an advisement tool that gives you the ability to review your degree requirements, determine the requirements that have been met and identify those courses that still need to be taken. The information is not available until you have taken courses.

- **Financial Payment Planner**

The Financial Payment Planner lets us guide you through the financial aid funding process and delivers relevant information to expedite the process.

- **Library**

Access Alicat, the Adelphi Libraries Catalog, as well as electronic journals and online databases. For instructions go to <http://libraries.adelphi.edu/>.

- **My Housing**

Review residential housing options, reserve rooms, and select roommates for the upcoming semester.

- **My Profile**

Review your personal information.

### Creating a Personal Web Page

Adelphi offers space to host your personal Web page. You must first complete a form which can be obtained from Customer Services, located in the Information Commons on the second floor of Swirbul Library.

Use the following information to upload files to Panther:

- FTP server: [panther.adelphi.edu](ftp://panther.adelphi.edu)
- Path to upload files: `/users/std2/username/public_html`

Your Web page's address will be `http://home.adelphi.edu/~username/`. This will show you the file "index.html"—make sure that your main page has this file name.

## 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; to apply for jobs on campus; 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.

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 events, visit the Career Center Web site <http://students.adelphi.edu/career>.

All students are encouraged to register with the Career Center through Monstertrak.com. Detailed instructions can be found on our Web site. The password for Adelphi students is *Postings*. Registered students will receive timely email reminders of career events and notices of jobs and internships tailored to their interests. For rapid replies to all career-related questions, email the center at [careercounselor@adelphi.edu](mailto:careercounselor@adelphi.edu).

## 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 coun-

seling 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, supports and accommodations ease the way for students with learning disabilities and/or Attention Deficit/Hyperactivity Disorder. The program provides the opportunity for educational and personal growth in Adelphi's supportive setting of small classes and strong teaching tradition.

## Alice Brown Early Learning Center

Adelphi's new Alice Brown Early Learning Center opens in August 2008 and will provide daytime childcare services at the Garden City campus to children, ages 18 months to five years, and includes a kindergarten program, 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.

For more information, call (516) 877-3907.

## 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. Academically gifted students who complete level 112 in the Intensive Program can enroll in the University as matriculating students without a TOEFL score.

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, please contact the ELS program at (516) 877-3910 or email [nygc@els.edu](mailto:nygc@els.edu).

XIII



ADMISSIONS

## 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 late applications will be considered on a case-by-case and space-available basis. 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, Room 114  
One South Avenue  
P.O. Box 701  
Garden City, NY 11530-0701  
(516) 877-3050  
1-800-Adelphi (out-of-state)  
www.adelphi.edu
2. Complete the application for admissions in the fall of the senior year.

3. Arrange to take the College Entrance Examination Board Scholastic Assessment Test (SAT), or the tests given by the American College Testing (ACT) Program with the writing section. Score reports will not be accepted without a writing score.
4. Arrange for an interview and campus tour.

### Visiting the Campus

A personal interview is recommended as part of the admissions 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. In addition, students are required to submit a signed Meningococcal Meningitis Vaccination Response Form in order to attend class or reside on campus.*

## Admission Credentials

Admissions credentials that are required for the Admissions Committee to consider an application include:

- A completed undergraduate application for admission
- An application fee of \$35
- An essay
- An official high school transcript, (including rank in class and standardized test scores if available)
- Official copies of Scholastic Assessment Test (SAT) or American College Test (ACT) scores with a writing score. Score reports without a writing score will not be accepted
- One or more letters of recommendation from a guidance/college counselor and/or teacher is preferred

*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. Students who have lived in the United States less than three years and are from a non-English-speaking country need to submit a TOEFL, APIEL, or IELTS score, unless your SAT critical reading score is higher than 500. International students from a non-English-speaking country are required to submit a TOEFL, APIEL, or IELTS score as well. This policy also applies to transfer students. For students intending to enroll in the General Studies Program or Learning Disabilities Program, ACT or SAT scores are highly recommended and expected to be submitted upon request. Students who seek admission at least one year after graduating from high school are not required to submit ACT or SAT scores.

## Admission to Off-Campus Centers

The Office of Admissions in Garden City, using the same criteria and procedures governing applicants to the main campus, handles admission to off-campus programs centrally. The Coordinator of Admissions in Garden City makes all decisions regarding admission in concert with the Admissions Committee.

## 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. Transfer students who have completed less than 30 college credits must submit an official high school transcript.

Interviews may be required for transfer students interested in social work.

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 regionally accredited two-year colleges will have their transcripts evaluated on a course-by-course basis. Students transferring from an associate's degree program at a regionally accredited 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 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 regionally 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 regionally accredited, four-year, degree-granting college or university. Credit will not be granted for correspondence courses. For veterans enrolled in University College, 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 University College's baccalaureate program.

### **Admission of Veterans**

Adelphi welcomes the opportunity to assist qualified veterans in their academic plans and preparation for the future. The University considers, on an individual basis, the needs, interests, and purposes of veterans who desire higher education.

### **Admission of International Students**

Adelphi encourages applications from students of diverse backgrounds who add to the international dimension of the University.

It is recommended that applications for admission from international students be received by the Office of Admissions by June 1 for the fall semester and December 1 for the spring semester. Late applications will be considered on a case-by-case basis. 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.

### **Early Admission**

Adelphi University offers two early admission plans.

#### **Plan I: Full-Time Study at the University**

Plan I 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 in order to complete their high school graduation requirements.

### **Plan II: Concurrent Students**

Plan II 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 required scores are achieved in an Advanced Placement Examination of the College Entrance Examination Board. For more information regarding acceptable scores please contact the Office of Admissions. Upon taking the examination, the student should direct the CEEB to send the test score report to Adelphi University, Office of Admissions. The maximum number of credits a student may receive from Advanced Placement tests offered by the College Board/college level work completed prior to high school graduation is 30.

### **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.

### **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 University 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**

Residence hall housing is available through the Office of Residential Life. Applicants for admission are encouraged to apply for housing in one of Adelphi's six residence halls. Those interested in University housing should indicate their interest on the application for admission and must submit their housing deposit and "Housing Agreement Form" by the established deadlines. Housing in the community is also available. For additional information, please contact the Office of Commuter Student Affairs at (516) 877-6667, or go to the message board on eCampus and review the classifieds section for the thread "available housing."

### **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.

---

## **Program-Specific Admissions Policies**

In addition to the University's general requirements, Schools (see page 285) and special programs may have specific requirements for admission.

### **Joint Degree/Early Assurance Programs**

#### **General Admission Requirements**

To be accepted into a joint degree/early assurance program, candidates must first apply for admission to Adelphi University, indicating their interest in a particular program. Students using an Adelphi application form can check off the appropriate box. If using the Common Application form, students may indicate their interest by completing the supplemental form to the common application. Once qualified for admission to the University, the application will be forwarded to the appropriate joint degree/early assurance committee and acceptable candidates may be contacted to arrange an interview.

### **Dentistry**

#### **New York University College of**

#### **Dentistry (NYUCD)**

#### **3/4 D.D.S. Program**

#### **Early Assurance Program**

#### **Admission Requirements**

To be considered for admission to the Early Assurance program with NYUCD, applicants must have a minimum combined critical reading and math score of 1300 (or the equivalent ACT score of 29) and a minimum High School GPA of 3.5 and a strong letter of recommendation from their high school counselor.

To continue on to NYUCD, students must maintain a minimum GPA of 3.5 and minimally attain the Dental Aptitude Test (DAT) score agreed to by both Adelphi University and NYUCD. A student's eligibility to remain in the program is conditioned upon his/her maintaining a minimum cumulative GPA of 3.5 for each semester at Adelphi. Adelphi will award the student, who has satisfactorily completed the first year of NYUCD's D.D.S. Program and has fulfilled all other requirements for the bachelor's degree from Adelphi, a bachelor's degree at the end of the first year at NYUCD.

### **Tufts University School of Dental Medicine 4/4 B.S./D.M.D. Program**

#### **Admission Requirements**

Applicants to this joint degree program in dentistry must first apply to Adelphi University and indicate interest in the dentistry program. To be eligible for the Tufts program students must have a strong academic average in high school, solid combined SAT scores, and a strong letter of recommendation from their high school counselor. Candidates are also required to participate in interviews with the Tufts University School of Dental Medicine at the end of the first year of study at Adelphi.

To continue on to Tufts University School of Dental Medicine students must maintain a minimum GPA of 3.5 and minimally attain the Dental Aptitude Test (DAT) score agreed to by both Adelphi University and Tufts University School of Dental Medicine.

### **Combined Plan Program in Engineering with Columbia University, College of Engineering and Applied Science**

This program admits highly promising bright students who have demonstrated a high level of

scholastic accomplishments and interest in pursuing engineering careers.

Under this program, a student can major in:

- Applied physics
- Biomedical engineering
- Chemical engineering
- Civil engineering
- Computer engineering
- Computer science
- Construction engineering and management
- Earth and environmental engineering
- Electrical engineering
- Engineering and management systems
- Engineering mechanics
- Financial engineering
- Industrial engineering
- Manufacturing engineering
- Materials science
- Mechanical engineering
- Medical physics
- Operations research and solid state science.

Typically, a student spends three years at Adelphi University taking core courses in sciences, mathematics and general education and two years at the Columbia University School of Engineering and Applied Science taking primarily professional courses in the engineering discipline of his/her choice. After successful completion of all the requirements, the student will be awarded a B.S. degree in engineering from Columbia University and a B.A./B.S. degree in physics from Adelphi University. We believe this program offers the best of personalized liberal arts-based education at Adelphi University and high quality technical education in a prestigious Ivy League school such as Columbia University.

At Adelphi, students get individual and personal attention from faculty. Small classes mean students work closely with faculty (not teaching assistants) that include internationally renowned authors of university textbooks and highly accomplished scientists. A faculty adviser

will guide each student in accomplishing his/her academic and professional goals.

The Department of Physics at Adelphi has one of the finest undergraduate programs in the country. The department also boasts of computerized modern instructional laboratories. Research facilities include fully equipped state-of-the-art lasers and modern optics, quantum optics, nonlinear optics, atom trap physics, energy technologies, quantum dots (nanotechnologies), and laser sensor laboratories. A large number of our undergraduate students participate in research and present their results at national conferences.

For admission details, contact the chair of the Department of Physics.

## **Environmental Studies**

### **Columbia University**

#### **3/2 B.A./B.S. Program or 4/2 B.A./M.S.**

#### **Admission Requirements**

Applicants to the joint degree program in environmental studies must apply to Adelphi University and indicate interest in the environmental studies joint degree program.

## **Law**

### **New York Law School**

#### **3/3 B.A./B.S. and J.D. Program**

#### **Admission Requirements**

Applicants to the joint degree program in law must first apply to Adelphi University and indicate interest in the law program. Prospective students who have expressed an interest in the joint degree in law and are granted admission to Adelphi may, at the same time, be granted provisional admission to New York Law School on satisfying the following minimum criteria: incoming freshmen are required to have appropriately strong combined SAT scores and a minimum 3.4 GPA in a rigorous high school curriculum; or a minimum 3.5 GPA in a rigorous high school curriculum, a successful interview with a representative from New York Law School, and strong

letters of recommendation attesting to high motivation and leadership potential. Transfer students must have a minimum 3.5 GPA in a liberal arts and sciences program and will be evaluated on a case-by-case basis.

A student admitted to the program begins an accelerated course of study at Adelphi, enabling completion of the in-residence undergraduate phase in three years, earning a minimum of 90 credits, where necessary through a combination of advanced placement credit, course overloads, and summer courses. All courses in the in-residence undergraduate program are to be taught by Adelphi faculty on any of the four Adelphi campuses (Garden City, Manhattan, Hauppauge, and Poughkeepsie). The student is required to follow the prescribed program at Adelphi and maintain an undergraduate GPA of 3.0 or better.

As undergraduates, students must demonstrate excellent writing skills and pursue a rigorous academic major. To continue on to New York Law School, students are required to submit recommendation letters from their dean and pre-professional adviser. To ensure that candidates are well prepared for admission to law school, an adviser from the New York Law School is available to students while still at Adelphi.

## **Optometry**

### **SUNY College of Optometry**

#### **3/4 B.S./O.D. Program**

#### **Admission Requirements**

Applicants to the joint degree program in optometry must first apply to Adelphi University and indicate interest in the optometry program. High school students must have an academic average of 93; be in the top ten percent of their class; have solid combined SAT scores, and receive a strong recommendation from their high school counselor. In addition, applicants must participate in interviews that will be conducted by both Adelphi and the SUNY College of Optometry.

In order to continue in the program, students must maintain a minimum GPA of 3.3 and obtain scores of at least 330 in science on the Optometric Admissions Test, with no score below 310.

## **Physical Therapy New York Medical College 4/3 B.S./D.P.T. Program**

### **Admission Requirements**

Applicants to the joint degree program in physical therapy must first apply to Adelphi University and indicate interest in the physical therapy program. High school seniors are expected to have above average academic records and solid combined SAT scores, along with strong letters of recommendation from their high school counselors.

For admittance to New York Medical College following the completion of a B.S. degree with a major in biology or in physical education and human performance science at Adelphi, students in the program must have a minimum GPA of 3.0 that includes a balance of course work in the humanities, social sciences, and natural sciences, including competency in English writing. Requirements include:

- Three courses in biology including general biology, physiology, and anatomy, with laboratories
- Two courses in chemistry, with laboratories
- Two courses in physics, with laboratories
- One course in general or introductory psychology
- One course in abnormal psychology
- One course in math
- One course in statistics
- At least 50 hours of volunteer or work experience in physical therapy, including 20 hours in an acute care/hospital setting
- Current certification in first aid and cardiopulmonary resuscitation
- Course work that requires the use of or teaches computer literacy

A limited number of placements are available. Students are admitted provisionally to the New York Medical College program during their first year at Adelphi. Periodic reviews are conducted and, during the student's senior year, New York Medical College makes its final admission decision.

## **Learning Disabilities Program**

### **Admission Requirements**

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. Official transcripts from any other colleges attended.
4. An essay. (See application instructions.)

SAT scores are highly recommended, and expected upon request, but not required.

### *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\***

Students are required to submit the following to the office of the Learning Disabilities Program\*:

- A recent psycho-educational evaluation that provides clear evidence of a specific learning disability and/or AD/HD. Suggested reasonable accommodations must be included.
- The Wechsler Adult Intelligence Scale, Third Edition, (WAIS-III), including index scores. The WASI (Wechsler Abbreviated Scale of Intelligence) is not acceptable.
- Achievement: The Woodcock-Johnson Tests of Achievement (WJ-III) or the Wechsler Individual Achievement Test (WIAT). Either must be accompanied by a thorough interpretive report.
- The applicant's most recent Individual Educational Plan (IEP).
- A completed application to the Learning Disabilities Program (in addition to the separate Admissions Application to the University).
- Two letters of recommendation by professionals in the field of learning disabilities.
- Transfer students must submit a high school transcript.
- Official attendance records.
- A statement from the guidance counselor that includes a complete explanation of the applicant's special education services.
- Appropriate candidates will require 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 limited. Applications, including all documentation, must be received by March 1. For information about admission to the Learning Disabilities Program call (516) 877-4710, or visit [www.adelphi.edu](http://www.adelphi.edu).

*\*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.*

---

## School-Specific Admissions Policies

### College of Arts and Sciences

*Please see general University admission requirements.*

### Gordon F. Derner Institute for Advanced Psychological Studies

*Please see general University admission requirements.*

### Honors College

#### Admission Requirements

Prospective students with superior high school records and combined SAT math and critical reading scores of at least 1250 (650 critical reading) 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 GPA 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 college professors and examples of recent work.

#### Current Adelphi Students:

All undergraduates enrolled at the University may request consideration for admission to the Honors College 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.

### School of Business

#### Admission Requirements for 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 GPA of 2.3 or better at Adelphi. Students transferring to Adelphi University from a regionally 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 in Hagedorn Hall 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.

### Ruth S. Ammon School of Education

*Please see general University admission requirements.*

## School of Nursing

### **Admission Requirements for Freshman Students:**

Qualified graduates of high schools (or individuals with equivalent preparation) may enroll in the 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 Students—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 GPA of 3.0 and successfully passed the NET (Nursing Entrance Test) exam. For more information on the NET, please visit <http://nursing.adelphi.edu/admissions/>. The acceptable grade for a transfer of science credits is a C+ or better. The University's admission committee will evaluate transfer credit. 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. Secondary school transcripts are not necessary if the applicant has completed at least 30 credits at a regionally accredited college or university. All transfer students are required to take the NET exam, which evaluates basic math and reading abilities. Students must achieve a minimum score as decided by the School of Nursing for entrance to the nursing program.

An admission interview may be requested of transfer applicants. Applicants will be contacted by the School of Nursing to make arrangements if necessary. The final decision on a transfer

student's application is based on the applicant's previous academic achievement, NET scores, 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 nursing students apply to them. If accepted, applicants will be given a maximum of 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.

### **Admission Policies for Registered Nurses: *Licensure as a registered nurse in the State of New York or eligibility for licensure endorsement is required.***

Applicants must meet general University requirements for admission. Transfer students are required to have a minimum cumulative 3.0 GPA 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.)

### **Registered Nurse 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 nursing credits by a combination of Excelsior credits and college courses. Students who have received a 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.

## School of Social Work

### Admission Requirements

Criteria for admission to the social work program include:

- 60 approved college credits with concentration in liberal arts;
- Minimum cumulative GPA 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).

### Procedures for All Social Work Applicants

Students enter the social work program in their junior year. Students may enter the major following their sophomore year at Adelphi, or upon transfer with an associate's degree from a community college.

Students who have declared social work as their major during their freshman or sophomore years at Adelphi must meet with the director of the undergraduate program to review their academic progress as well as their motivation to pursue a career in social work. Based upon this review, the director will advise students regarding their academic and career goal. Students transferring to Adelphi for the purpose of pursuing social work education must follow the procedures outlined below.

### Transfer Students:

Transfer students must first apply to the Admissions Office of Adelphi University. The Admissions Office will determine acceptance and evaluate the applicant's academic record to decide which courses are acceptable and which General Education courses still need to be taken. The University must accept applicants before they can be accepted into the social work program.

Social work courses taken at another college or university may be considered as electives if approved with a grade of C or better, but are not

accepted as the equivalent of Adelphi's social work courses. Students who expect to transfer from other colleges or universities should concentrate on earning credits in the humanities—particularly language, literature, and the arts—and in the natural sciences. No more than 64 credits earned at a two-year college may be transferred at Adelphi. Students planning to transfer to the ANSWER program should contact the program director for specific information on liberal arts requirements. Courses taken through social work programs accredited by the Council on Social Work Education are evaluated to determine equivalency to Adelphi's social work courses on an individual basis. Applicants may be asked to submit college bulletins, course syllabi, and other relevant materials.

## University College

### Admission Requirements

Admission to programs in University College is based upon the ability to do college-level work. Although past academic records are required and reviewed, University College is more concerned with a potential student's present motivation to earn a degree than in that student's previous academic performance.

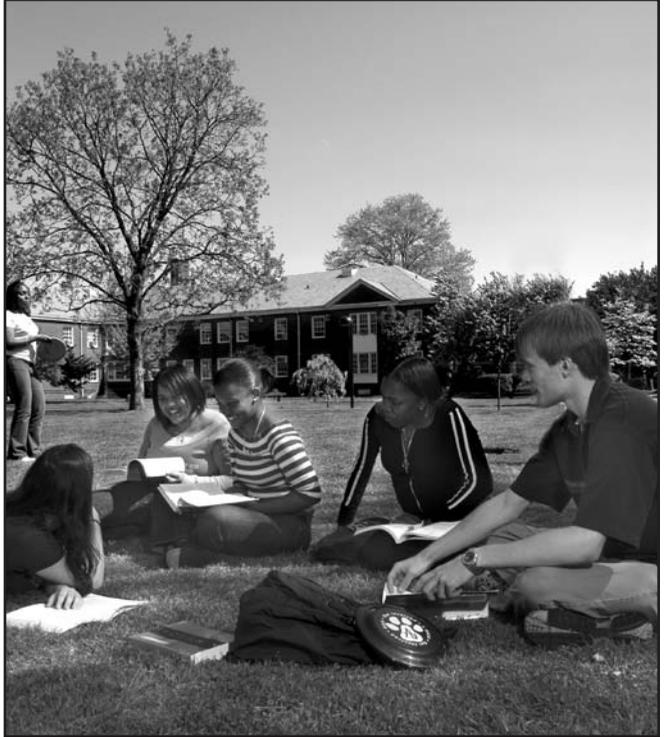
Adults interested in University College programs are required to:

- 1) Submit a completed Adelphi University application, noting interest in University College and including an essay that demonstrates both intellectual promise and the motivation to engage in college-level work.
- 2) Enclose a nonrefundable application fee of \$35.
- 3) Provide high school and all previous college transcripts. (High school transcripts are only required for students who have not completed a minimum of 30 college credits.)

Once a completed application has been received, the student will be notified as to admission status. The Office of University Admissions makes every effort to notify candidates of their admission decision approximately three weeks after receiving a completed application. An admitted student may be permitted to register for classes and to earn college credit pending receipt of official supporting application materials. It is the responsibility of all admitted students to have all transcripts sent directly to the Office of University Admissions, Levermore Hall, Room 114, Adelphi University, One South Avenue, P.O. Box 701, Garden City, New York 11530-0701, 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 outstanding transcripts are received.

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 University College academic advisers for further details.



# EXPENSES AND FINANCIAL AID

## Tuition and Fees

The following Tuition and Fee Policy pertains to the 2007–2008 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, (516) 877-3080, must be consulted for the current tuition and fees schedule.

The 2007–2008 Comprehensive Tuition and Fee rate for full-time undergraduate students is \$22,200 for continuing students and \$23,000 for new/transfer students.

Tuition and fees are payable either by mail; via the Web using MasterCard or Visa; 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 be prepared to pay for expenditures associated with books, travel, and personal items.

### Tuition and Fee Rates

#### Undergraduate, Full Time (12–17 credits per semester) 2007–2008 Academic Year

*Continuing Students (students enrolled prior to fall 2007):*

Tuition and University Fees, per year . . .	\$21,600
Technology Fee, per year . . . . .	\$400
Student Activity Fee, per year. . . . .	\$200
Comprehensive Tuition Fee, per year . . .	\$22,200

*There is a \$300 charge for each clinical nursing course.*

*New/Transfer Students (first-time students entering fall 2007):*

Tuition and University Fees, per year . . .	\$22,400
Technology Fee, per year . . . . .	\$400
Student Activity Fee, per year. . . . .	\$200
Comprehensive Tuition Fee, per year . . .	\$23,000

*There is a \$300 charge for each clinical nursing course.*

#### Undergraduate, Part Time 2007–2008 Academic Year (1–11 credits per semester)

Tuition, per credit hour . . . . .	\$700
University Fees (nonrefundable), per year .	\$400
Technology Fee, per year . . . . .	\$200
Student Activity Fee, per year. . . . .	\$20

*There is a \$300 charge for each clinical nursing course.*

#### Upper Division (Nursing, Education, and Social Work)\* 2007–2008 Academic Year

Tuition and Fees, per year. . . . .	\$22,900
Technology Fee, per year . . . . .	\$400
Student Activity Fee, per year. . . . .	\$200
Comprehensive Tuition Fee, per year . . .	\$23,500

*There is a \$300 charge for each clinical nursing course.*

*\*Upper Division rates apply to junior and senior level students in nursing, and social work, who are taking courses numbered 300 or higher. Education students are Upper Division if they have completed more than 55 credits (including transfer credits).*

#### University College 2007–2008 Academic Year

Tuition, per credit . . . . .	\$600
University Fees, per year . . . . .	\$200
Technology Fee, per year	
1-11 credits . . . . .	\$200
12 or more credits . . . . .	\$400
Student Activity Fee, per year. . . . .	\$20

#### 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 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/ Late Filing Fee. . . . .	\$25
Late Registration Fee (Check current <i>Directory of Classes</i> for appropriate calendar) . . . . .	\$150
Medical Insurance (Annual) . . . . .	TBA
Orientation Fee (Freshmen, Fall Semester only) . . . . .	\$255
Orientation Fee (Transfers/Freshmen, Spring Semester only). . . . .	\$70
Criminal Background Check (where required). . . . .	\$100
Program Change, Drop/Add each form . . . . .	\$25
Registration Reinstatement Fee . . . . .	\$150
Returned Check (in addition to charge for late payment of tuition) . . . . .	\$25
Learning Disabilities Program Fee (per semester). . . . .	\$3,180
Learning Disabilities Program Fee (Summer) . . . . .	\$1,800
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, per semester (Fall, Spring) . . . . .	\$785
(Summer) . . . . .	\$225
Professional Liability Insurance (Specified after each course in the <i>Directory of Classes</i> ) . . . . .	Variable
Withdrawal Fee. . . . .	\$100

## Payment Policy

Tuition and fees are payable in full at the time of registration. Students registering for the fall semester prior to June 30, and the spring semester prior to November 30, will be billed in

July and December, respectively. Students are responsible for all charges regardless of billing.

Students are required to notify the Office of the Registrar of their appropriate billing address and to contact the Office of Student Financial Services if bills are not received. Payments must be made in accordance with University policies, whether or not bills are received. Students may request a statement of account at the Information Desk located in Levermore Hall, lower level, room one.

**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 Tuition Pay (AMS), which provides for payment in monthly installments as an alternative. Information on this plan is mailed to all students before each semester and can also be obtained in the Office of Student Financial Services.

**Late Payment Fees**—All tuition and fee charges are due at registration unless the deferred payment plan or the Tuition Pay (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
- \$25 Payment after March 31 (add'l) . . . \$100

**Residence Fees**

**Annual Room Rates (per person/per academic year excluding intercession and summer)**

**Singles**—There are very few single rooms and they are usually reserved for special circumstances.

- \$7,800 Room
- \$8,500 Room with Air Conditioning
- \$9,000 Room in New Residence Hall
- \$9,500 Converted Double Room to Single
- \$11,000 Converted Double Room to Single with Air Conditioning
- \$12,000 Converted Double to Single in Suite
- \$12,200 Converted Double Room to Single in New Residence Hall

**Doubles**—Most students will have a double room, as these are the most common on the campus.

- \$6,730 Room
- \$7,260 Room in Suite with Quad
- \$7,440 Room with Air Conditioning
- \$8,500 Suite with Semi-Private Bath
- \$8,380 Converted Triple to Double
- \$8,610 Room in New Residence Hall
- \$9,430 Converted Triple to Double with Air Conditioning
- \$10,980 Converted Triple to Double in New Residence Hall

**Triples**—

- \$5,590 Converted Double
- \$6,070\* Designed Room
- \$6,290 Converted Double with Air Conditioning
- \$6,780\* Designed Room with Air Conditioning
- \$7,260 Converted Double Suite
- \$7,700 Converted Double in New Residence Hall
- \$7,970\* Room in New Residence Hall

*\*These rooms are designed to accommodate three students.*

**Quad**—

- \$7,260 Converted Double Suite to Quad

**Meal Plans**

All resident students must select one of the following meal plans:

- Basic . . . . . \$2,200
- Average . . . . . \$2,800
- Heavy . . . . . \$3,200

These plans may be supplemented 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, room 100, (516) 877-3650.

Commuter students may also purchase meal plans. For information on commuter meal plans, contact the Office of Commuter Student Affairs in the University Center, room 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 resident student granted University housing is required to pay a \$100 housing deposit. In addition, students new to the University must also pay the \$250 tuition deposit. Damage deposits should be paid prior to June 1 for priority consideration. Those submitting deposits after June 1 will be assigned on a space-available basis.

### **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**

Adelphi University's refund policy conforms to the updated version (Section 668.22) of the Higher Education Amendments of 1998. In accordance with federal regulations, stu-

dents 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 ACG/SMART 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. Upon occupancy, the housing deposit is used as a damage deposit and the residence activity fee is no longer refundable. 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 room refund schedule found

in the *Directory of Classes*. Please review the schedule before requesting a refund.

A student who is suspended or dismissed from the University or from housing, or who withdraws when under investigation for misconduct, shall not have housing fees refunded for the semester in which such action is taken.

All refunds of credit balances must be requested from the Office of Student Financial Services.

---

## 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, state, or private funding to the University changes.

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

### Application Procedures

Students applying for financial assistance must complete the Free Application for Federal Student Aid (FAFSA). All New York State residents who are receiving financial assistance from Adelphi are required to apply to New York State for the Tuition Assistance Program (TAP) grant. The completed FAFSA must be filed with the Federal Government as soon after January 1 as possible. New York State will then mail state residents a pre-printed TAP application beginning in April, which should be reviewed and returned to New York State.

If a student transfers from another institution to Adelphi University during the same award year, federal regulations require that we request through the National Student Loan Data System (NSLDS) updated information about any fall disbursements so that your spring disbursements are accurate and do not exceed any federally mandated maximums. Since the information on the NSLDS system may not be accessed earlier than 30 days before the start of the spring semester, your assistance package may change after review of your record on the NSLDS system.

Once freshmen and transfer students are accepted to the University by the Office of Admissions, they will be notified of their financial assistance eligibility approximately four weeks after the Office of Student Financial Services has received their processed FAFSA. Although award decisions will not be made until an applicant has been officially accepted by the Admissions Office, it is important to note that financial assistance applications should be completed prior to admission acceptance.

### **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, and transfer students based on high academic records and full-time enrollment (a minimum of 12 credits per semester). Further requirements (i.e., GPA and renewal criteria) for each scholarship are specified in each student’s scholarship letter.

**Talent Awards**—Technical theatre, performing arts, art, music, communications, athletic scholarships, and recognition awards are awarded to students with expertise in a particular area. These scholarships are awarded to new, full-time students by the individual departments based on participation in the specified activity, GPA, 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, GPA, and standing related to disciplinary matters.

**Adelphi University Full-Time and 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 GPA of at least 3.0 for full-time awards and 3.3 for part-time awards.

**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 GPA 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 are eligible to receive scholarship up to \$1,000. 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 and Prizes

**The ATEP Associates Scholarship** assists education majors with financial awards.

**The Adelphi Traveling Scholarship** assists athletes with financial need.

**The Panayotis Agelarakis Scholarship** is awarded to students studying anthropology or environmental studies. The scholarship was established by Professor Anagnostis Agelarakis in memory of his father.

**Ruth S. Ammon Memorial Scholarships** are awarded to undergraduate and graduate students in the School of Education. They were established in 2006 by trustee Carol A. Ammon '79 M.B.A., the daughter of Ruth S. Ammon, Class of 1942.

**The Art History Essay Prize**

**The Atlantic Bank Scholarship** assists deserving students of Greek origin or parentage who are pursuing careers in banking and/or finance and who have financial need.

**The Axinn Poetry Prize**

**The Augusta Uhlich and Helen Baldwin Scholarships** target sophomores, juniors, and seniors with strong academic records.

**The George E. Barlow Scholarship** targets students with strong academic records.

**The Alexander Barnes Scholarship** was established by family and friends of Alex Barnes to assist performing arts majors.

**The Barnes and Noble Endowed Scholarship** is awarded to students in need. Recipient is selected by Office of Student Financial Services.

**The Clara Bartlett Scholarship in History**, established in the early 1900s, was funded under the terms of the will of the former Dean. It is to be awarded to an outstanding junior majoring in history and recommended by the department chair.

**The Caroline Mathilde Behre Fund** was established in 1911 by Mrs. A. Frederic Behre for female students of the Delta Gamma sorority.

**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 Helen Hirsch Bernstein Scholarship** assists deserving students of Jewish descent.

**The Bethpage Federal Credit Union Endowed Scholarship** is awarded to an entering freshman with high need; preference is given to students from Hempstead, Roosevelt, Central Islip, Bay Shore, and Brentwood school districts.

**The Nicola and Maria Bologna Memorial Scholarship** was established 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 1900s from the estate of Rose Brenner, Class of 1906, for deserving students, with preference given to students of Jewish descent.

**The Edward A. Burke Physics Scholarship** was established in the early 1980s for physics majors in memory of Adelphi Professor Edward A. Burke.

**The Peggy Ann Burleigh Memorial Scholarship in Nursing** was established in 1947 by students in memory of their nursing classmate.

**The Allen Burns Award in American History** was established in 1985 by Professor Robert Ernst.

**The C.A.L.I.B.E.R. Jimal Niwatram Scholarship Award**

**The Richard and Vivian Cahn Endowed Scholarship** was established in 2005 by Trustee Richard Cahn and his wife, Vivian.

**The Wesley D. Camp Memorial History Award** is given by the Department of History.

**The Caplin-Bloom Scholarship** was established in 1915 to assist female students with strong academic records and financial need.

**The Citibank Scholarship** is awarded to an undergraduate or a graduate business major.

**The Elinor N. Corwin Scholarship** was created in 1984 to be awarded to a student in the School of Nursing.

**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 Patricia Keane DeGeorge Memorial Scholarship** was established in November 2002 by Bob and Kathy Keane and their family in memory of their daughter Patricia Keane DeGeorge, Class of 1998. The award is given by the School of Nursing to one or more nontraditional undergraduate students with a grade-point average of 3.0 or above.

**The Dorothea Deitz Memorial Scholarship** was established in 2006 and is awarded to a female major in physical education who demonstrates financial need, academic achievement, athletic participation, community service, and leadership.

**The Agnes E. Demonde Scholarship** was established in the early 1900s through a gift of Miss Agnes E. Demonde for upperclassmen.

**The Devlin/Ernst Scholarships**, established by the families of Robert Devlin and Robert Ernst, two former professors of history, are awarded by the department to students majoring in history.

**The Elizabeth A. Doherty Memorial Scholarship** is awarded by the School of Social Work. Applicants must demonstrate financial need, possess a talent for overcoming adversity, and plan on entering the field of drug and alcohol addiction treatment.

**The John Eddy Memorial Fund** was established for descendants of former Adelphi President John Eddy or for students with financial need.

**The Warren B. Eickelberg Prize** is named in honor of the former Chair of the Department of Biology.

**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 Theresa Fink Scholarship**, established through the Estate of Anna Fink, is awarded to a worthy female student with broad interests and need. Awarded by Office of Student Financial Services.

**The Fleet Bank Scholarship** is awarded to graduate or undergraduate business students with a strong academic record. Awarded by Office of Student Financial Services.

**The Milton Frank Scholarship**, established in 1993 in memory of Milton Frank, special assistant to the president and former

ambassador to Nepal, is awarded to a student majoring in communications or English.

**The Ruth Woodroffe Gangel Memorial Scholarship** was established in 2001 by Frank Gangel in memory of his wife, Ruth Woodroffe, a School of Nursing graduate, Class of 1947. The School of Nursing awards the scholarship to deserving students who exhibit financial need.

**The Charles Garelick Scholarship**, in accordance with the wishes of Charles Garelick, is awarded to undergraduate students in the School of Nursing.

**The John W. Gibb Scholarship** was created in 1915 from the estate of Mrs. Sarah M. Gibb to assist upperclassmen with outstanding academic records. Awarded by the Office of Student Financial Services.

**The Rita Gold Scholarship** was established in 1988 by Rita Gold, in memory of her son, for University College students in financial need.

**The Golden Anniversary Fund**, established in 1986, was funded by the Class of 1936 on their 50th reunion, to reward students of good academic standing.

**The Philip Goldstein Scholarship** targets math majors with good academic record.

**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 Elise Grace Scholarship**, funded *circa* 1973, provides awards based on high academic standing to nursing majors.

**The Douglas J. Green Endowed Scholarship** was established in 2005 by Trustee Douglas J. Green, Class of 1967.

**The Howard Grob Memorial Award**, established in memory of the late professor of biology, is awarded by the Department of Biology.

**The Pearl Jolles Groothius Memorial Fund** was established in 1957 by Irving Groothius in memory of his wife for voice/music majors.

**The Guiding Light Scholarship** was established by the Guiding Light Foundation for junior or senior nursing students with financial need.

**The B. Loretta Gumper vomLehn Memorial Scholarship** was established in 2002 by the children of the School of Nursing alumna B. Loretta Gumper, Class of 1967. The scholarship is awarded annually to one or more upperclassmen who demonstrate financial need and plan to enter the field of nursing upon graduation.

**The Gregory Peter Gutman Scholarship in Management Education** was established in 2003 through a bequest from the late Professor Gutman, a distinguished faculty member in the School of Business. The management department selects a student with at least a 3.3 GPA and leadership qualities. Preference is given to a student majoring in marketing.

**The Ruth S. Harley Scholarship** was established in 1970 by members of Lantern, a former student service group at Adelphi. The scholarship benefits outstanding junior or senior female students, with good scholastic standing, 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. The scholarship is awarded to undergraduate nursing students by the Office of Student Financial Services.

**The Lucille Sophar Hays Fund** was created to reward female students with both financial need and good academic standing.

**The Carla Hernandez Memorial Award** named in honor of a former student, is awarded by the School of Education.

**The Patricia B. Hochfelder Memorial Scholarship** is awarded by the School of Social Work.

**The Juliette Hollenbach Memorial Scholarship** was established in the early 1900s

by a gift from the Kappa Kappa Gamma Sorority for upperclassmen of high academic standing.

**The W. G. Holloway Scholarship** was established in 1977 for School of Nursing students with strong academic records.

**The Della Hudson-Tomlin Scholarship**, established in 2001 by Adelphi students in the name of long-time administrator and student club adviser, Della Tomlin, is awarded to full-time undergraduates with special need who have a minimum 2.3 GPA.

**The IAPS Award** is given by the Derner Institute of Advanced Psychological Studies.

**The Jerry and Lucille Isenberg Scholarship** is awarded to undergraduate students with a strong GPA and financial need who submit an approved essay. Awarded by the Office of Student Financial Services.

**The Lillian Jackson Scholarship** assists deserving music majors. Recipients are selected by the Department of Music.

**The Eileen M. Jacobi Leadership Award**

**The Jamaica Real Estate Board Scholarship** was established in 1977 by the Jamaica Real Estate Board Corporation to provide tuition assistance to worthy and needy students from Jamaica, New York.

**The Lotte Kaliski Foundation Grant** since 1988 has provided annual assistance to gifted students who are physically handicapped or learning disabled.

**The Florence Kessler Scholarship** assists students with strong academic records.

**Kenneth Kirschenbaum '70 Award** is presented to the graduating senior pre-law student with the highest GPA, LSAT score, and law school tier value point. Recipient is selected by the pre-professional counselor.

**The Thomas S. Knight Endowed Prize in Philosophy**

**The Martin G. and Wilhelmina Knorr Scholarship** is awarded to Lutheran students or graduates of a Lutheran high school who are in

financial need. Awarded by the Office of Student Financial Services.

**The Karen T. Lacy Memorial Scholarship**

**The Ronald B. Lee Family Scholarship** was established in 2006 by Ronald B. Lee, Class of 1967, a former captain of the Adelphi track team. The director of athletics awards this scholarship to a student-athlete who is a member of the track team.

**The Adam S. Libertella Scholarship** was established in 2006 by the dean of the School of Business in memory of his father.

**Richard Lodge Endowed Prize in Philosophy**

**The Long Island Panhellenic Scholarship** is awarded to female first-year students from Long Island, who demonstrate academic achievement, financial need, and extra-curricular involvement.

**The Thomas and Richard Lovely Scholarship**, established in 2005 by Mr. and Mrs. Thomas Dixon Lovely in the name of their sons, is awarded to Garden City High School seniors with superior accomplishments who will attend Adelphi University. Garden City High School selects the recipient.

**The Winifred O'Connell Luthy Scholarship** is awarded to a single woman, with one or more dependents, who is studying business or nursing.

**The Helen MacDonough Scholarship** is an endowed scholarship created in 1998 by Helen Marie MacDonough, Class of 1933, for female students pursuing a degree in history and/or English.

**The Marion Barrian Mann Memorial Scholarship** was established in 1985 by Mrs. Marion M. Roberts in memory of her mother to aid School of Nursing students with strong academic records.

**The Jerry March Scholarship**, awarded to students selected by the Chemistry Department, was established in memory of the late Professor March.

**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 1900s, which she maintained until her death. The award supports female students of high academic standing.

**The Alfred R. Mascolo Biology Scholarship** is awarded each year by the Department of Biology.

**Eileen and Horace McDonell Scholarships**, awarded annually to students pursuing degrees in physics, were established in 2005 by former Trustee Horace G. McDonell, Jr., Class of 1952, and his wife, Eileen.

**The Evelyn F. McGarr Scholarship**, awarded to full-time undergraduate English majors with 3.0 GPA and financial need, was established through the generosity of the family of the late Evelyn J. McGarr, Class of 1931.

**The John McGoldrick Memorial Scholarship** was established to assist part-time students, with preference given to students working in the criminal justice field.

**The Metropolitan Hospital School of Nursing Alumnae Association Scholarship**, established in 2004 by the Alumnae Association of the former Metropolitan Hospital School of Nursing, is awarded by the School of Nursing to a registered nurse pursuing a baccalaureate or graduate degree.

**The Justina Eisenhower Mickiewicz Memorial Scholarship** is an endowed scholarship established in 1989 by family and friends in memory of Justina Eisenhower Mickiewicz, a School of Nursing faculty member, director of student relations, and former trustee.

**Mildred Montag Award** is named for the founding director of Adelphi's School of Nursing.

**The Mooney Memorial Scholarship** provides annual awards to sophomore language majors.

**The Samuel J. Moritz Memorial Scholarship** assists piano students selected by the Department of Music chairperson.

**The Nassau Chapter Alumni Scholarship** assists children of alumni residing in Nassau County.

**The W. Grafton Nealley Award for Excellence in Political Studies** was established in 1973 to honor the memory of the founding faculty member of the Department of Political Science.

**The Marcus Rayman Neblett Scholarship Award** was established in 2002 by the uncle and aunt of an alumnus who passed away on September 11, 2001.

**The David Newton Scholarship** was established to assist students in the University College or General Studies programs.

**The H. William Niebuhr Scholarship**, established in 1995 by the family of H. William Niebuhr '85 M.S.W., is awarded to a student in the School of Social Work, based on financial need.

**The One Hundred Black Men Scholarship** was begun in 1985 by 100 Black Men of Nassau/Suffolk to assist junior or senior students of African heritage in the School of Business who reside in Nassau or Suffolk counties.

**The Rita Paprin Memorial Scholarship**, awarded to a graduate student in the School of Social Work who is studying social policy and social change, was established in 1981 by Maurice S. Paprin to commemorate the life and career of his late wife.

**The Herbert Pearlman Scholarship** was established in 1982 for graduate/undergraduate students in the School of Business who demonstrate financial need.

**The MaryAnn Beaudry Pecora Award** established in 2000 by James Beaudry to commemorate the life of his daughter. Awarded each year by the Department of Athletics.

**The Leon M. Pollack '63 Endowed Scholarship**, awarded to undergraduate students, was established in 2005 by Trustee and alumnus Leon Pollack.

**The Lawrence Rasmussen Scholarship**, named in honor of the former chairman of the

Department of Music, assists voice and music majors. Recipients are selected by the department.

**The Reader's Digest Foundation Scholarship** has, since 1965, offered awards based on need and academic merit.

**The Redding-Goldsmith Memorial Scholarship** is awarded to undergraduate seniors with strong academic records. It was established in 1978 for students who exemplify the ideals of Adelphi University: warmth, friendliness, concern for others, and service.

**The Republic Aviation Fund** provides awards to students residing in Nassau or Suffolk County and is based on financial need.

**The Kathryn T. Riley Scholarship** is awarded by the School of Education to Catholic-school teachers on Long Island who are enrolled in Adelphi's master's program. Established by an anonymous donor in memory of Kathryn T. Riley M.A. '81, an assistant principal in the Diocese of Rockville Centre Catholic School System, the scholarship shows appreciation and respect for the hard-working faculty in Catholic schools on Long Island.

**The Roslyn Savings Foundation Scholarship** was established in 2006. This endowed scholarship is awarded to students with financial need who plan to enter the nursing field.

**The Rudin Scholarship** is funded annually by the Louis and Rachel Rudin Foundation, Inc., for nursing students in financial need.

**The Carol Sabino Scholarship**, established by the colleagues and friends of Carol Sabino, alumna and a 37-year employee of Adelphi, is awarded to an outstanding University College student.

**The Estelle Schaecter Grant-in-Aid Scholarship** assists students with financial need. This scholarship was established in 1971 by Abraham Schacter in memory of his wife.

**The Joe Schmelzeis Endowed Scholarship**, established in 2005 by long-time supporter Joe Schmelzeis, Class of 1955. This

scholarship is awarded to commuter students with at least a 2.0 GPA who are the first in their families to attend college and who otherwise may not qualify for traditional institutional aid.

**The Schott/Lipmanson Scholarships**, established by Lilo and Gerard Leeds '62, is awarded to students in financial need.

**The Harvey Seelig Memorial Scholarship**, established in 2001 by Ruth Seelig in memory of her late husband, is awarded to students in need who have high scholastic goals.

**The September 11th Memorial Endowed Scholarship** was established by Jonathan B. Kohan, chief of the Atlantic Beach Fire-Rescue in tribute to those in the fire service who gave their lives in the line of duty. The scholarship is awarded to a resident of Nassau or Suffolk County, New York, who is enrolled in Adelphi's Emergency Management Graduate Certificate Program and who maintains a GPA of 3.0 or better.

**The Joseph Serio Research Award** is awarded each year by the Department of Biology in memory of Professor Serio.

**The Silver Anniversary Scholarship** was established in 1986 by the Class of 1961 on their 25th reunion, to assist students in good academic standing.

**The Silverman Scholarship** is awarded to undergraduate accounting majors with a good GPA, who demonstrate need and submit an essay approved by the donor.

**The Margaret T. Shay Senior Award**

**The Barbara Schiller Smalbach Endowed Scholarship**, established in 1998 by David Smalbach in memory of his wife, Barbara Schiller, Class of 1977, is awarded to language majors of high academic standing and financial need.

**The Jay Smith Memorial Scholarship**

**The Bertha J. Spiselman Prerau Scholarship Fund** was established in 1966 by Sydney Prerau and augmented in 2006 by a generous bequest from his wife and alumna, Bertha Spiselman Prerau, Class of 1927.

**Star Program Scholarships**, established in 1996 by the Institute for Student Achievement, are awarded to students in financial need who are selected by the Institute.

**The Swift-Austin-Wheat Honors College Scholarship Endowments**, established by Richard Garner, the founding dean of the Honors College. Six scholarships are awarded to students enrolled in the Honors College.

**Switzer Foundation Scholarships** are awarded annually to female students in the School of Nursing whose legal residences are within 50 miles of New York City and who have financial need and demonstrate scholastic merit.

**The Edna F. Tobias Memorial Scholarship**, in memory of the mother of a former trustee, Mr. C. Ellsworth Tobias, provides undergraduate assistance to students demonstrating financial need.

**The Dr. Dorothy M. Torpey Endowed Scholarship** was established through a bequest from Dorothy M. Torpey, Class of 1940. The scholarship provides full tuition to a student with financial need who is preparing to become a teacher.

**The Max R. Traurig Scholarship**, established in 1979, is awarded to graduates of the University who have been accepted to an accredited law school.

**The Douglas Vogel Memorial Scholarship**, established in 1966 by Mrs. Cecile Ruth Vogel in memory of her nephew, Douglas, Class of 1965, is awarded to male students who demonstrate financial need.

**The John A. Weisz Family Scholarship**, established in 2005 by the late John Weisz and his wife Barbara, graduate of the Class of 1966, is awarded to those in financial need who submit a required essay.

**The Hayden W. Wheeler Fund** was established in 1915 by the wife of a longtime trustee and treasurer of Adelphi to provide funds to needy upperclassmen.

**The Julian Wilder Memorial Scholarship**, established in 2002 by the widow of Julian

Wilder, a long-time professor in Adelphi's School of Education, is awarded to an upperclassman majoring in education.

**The Hugh A. Wilson Awards** established by the former professor of political science and awarded to worthy students in various fields.

**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.

**Women's Club of Garden City Scholarship Prize** is awarded to students in the School of Nursing.

## Federal Programs

It should be noted that while an applicant may indicate interest in a campus-based federal programs, 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.

**Academic Competitiveness Grant (ACG)**—A federal grant, the ACG is available to undergraduate students who have successfully completed a rigorous secondary school program of study. Eligibility is determined based on the FAFSA. Awards range from \$750 for first-year students up to \$1,300 for second year students. More information is available at <http://www.ed.gov/about/inits/ed/competitiveness/ac-smart2.html>.

**National Science and Mathematics Access to Retain Talent Grant (SMART)**—SMART is a federal grant available to undergraduate students who major in physical, life or computer science, engineering, mathematics, technology or a critical foreign language. Eligibility is determined based on the FAFSA. Awards range up to \$4,000 per year for third and fourth year students. More information is available at <http://www.ed.gov/about/inits/ed/competitiveness/ac-smart2.html>.

**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 \$3,500 for freshmen, \$4,500 for sophomores, and \$5,500 for juniors and seniors. Maximum loan amounts for independent students are \$7,500 for freshmen, \$8,500 for sophomores, and \$10,500 for juniors and seniors. Effective July 1, 2007, the in-school interest rate is 6.80% for the Federal Stafford Loan. The repayment interest rate is 7.14%. 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 July 1, 2007, is 8.50%. 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 (202) 401-4498 (Washington, DC) or toll-free at (877) 557-2575 for assistance. On the Web, additional information is available at <http://www.sfahelp.ed.gov> or access the Adelphi Web site 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 FAFSA. 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 (APTS)***—The 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 \$1,000–\$5,000 per year.

Award recipients must agree to work 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 12230.

***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 Web site 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 or access our Web site at <http://eCampus.adelphi.edu/sfs/>.

### **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.

The Office of Student Financial Services should be notified of any change to the family's financial situation after the completion of the FAFSA if the student or parents believe it 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.

Please refer to this *Bulletin's* "Study Abroad" section to obtain information about the process to be followed to receive academic approval to study at or through another university. All students must receive academic approval to study abroad prior to contacting Student Financial Services about funding for such study.

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 2007–2008 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	\$23,000	\$23,000
Books	\$1,000	\$1,000
Room and Board	\$8,900	\$1,500
Transportation	\$1,100	\$3,000
Personal Expenses	\$1,000	\$1,800
Total	\$35,000	\$30,300

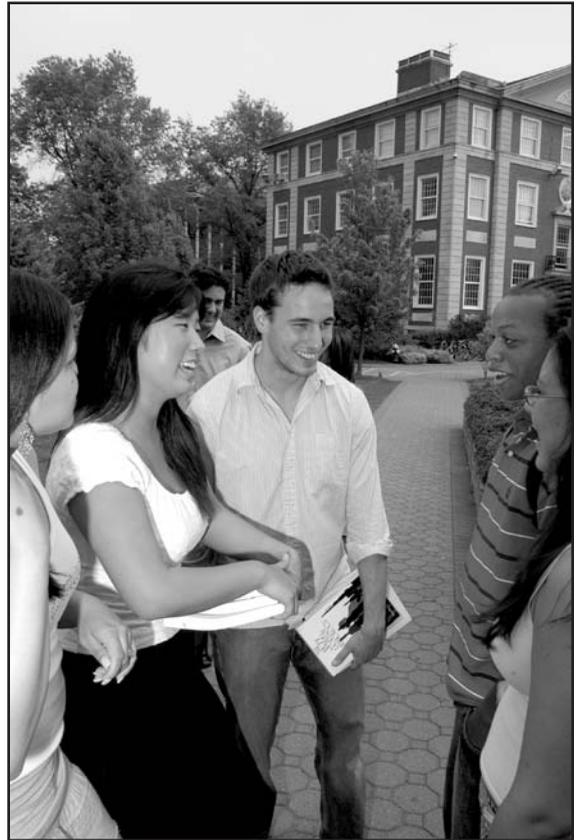
*NOTE: Charges may be subject to change. Tuition and fees may vary depending on major and special laboratory fees.*

## Appeals

An appeals committee exists for students and parents who feel that individual circumstances warrant exceptions from published financial policies. Any written requests for appeals should be directed to the committee's coordinator. The address is:

Adelphi University  
 Mary Barca  
 One South Avenue  
 P.O. Box 701  
 Garden City, NY 11530-0701





RULES AND  
REGULATIONS

---

## 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, Gordon F. Derner Institute of Advanced Psychological Studies, Honors College, Ruth S. Ammon School of Education, School of Business, School of Nursing, School of Social Work, University College, and the General Studies program. These policies are indicated in the sections describing these units. The responsibility for knowing and meeting the applicable degree requirements, as well as other academic regulations of the University, rests with each student.

The Office of Academic Services and Retention is charged with the interpretation, execution, and maintenance of the standards, policies, and procedures that guide and govern undergraduate studies and pedagogy at Adelphi University.

### Dispensations from Regulations

Students may request dispensations from University regulations or deadlines only for exceptional circumstances by filing a petition. A student may petition through the Office of the Dean in the college or school of their major for a waiver of an academic regulation or deadline. Students who have not declared a major petition the College of Arts and Sciences. Petitioning students must provide supporting documentation with their petition. *Academic approval of 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, state, and local 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 receiving the written request from a parent or legal guardian (with documentation that the student is a dependent by federal criteria), the University will review the request. It will respond to such requests on an individual basis.

### Honor Code

The University is an academic community devoted to the pursuit of knowledge. Fundamental to this pursuit is academic integrity. In joining the Adelphi community students accept the University's Statement of Academic Integrity and pledge to uphold the principles of honesty and civility embodied in it; to conduct themselves in accordance with ideals of truth and honesty; and to forthrightly oppose actions which would violate these ideals. For the complete Honor Code, please go to <http://academics.adelphi.edu/policies/honesty.php>.

### Student Code of Conduct

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 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.

Violations of the Code of Conduct are handled by the Student Judicial Officer. According to the Adelphi Honor Code, all matters of academic misconduct are adjudicated under the policies that govern the University Honor Code. Inquiries may be made to the Committee for Academic Honesty through the Office of the Provost, (516) 877-3160. The Honor Code can be viewed at <http://academics.adelphi.edu/policies/honesty.php>. The Code of Conduct is published by the Dean of Student Affairs and is also available online at <http://academics.adelphi.edu/policies/conduc.php>. For questions or more information, contact the Office of the Dean or Student Affairs, University Center, room 106, (516) 877-3660, <http://students.adelphi.edu/sa/dean>.

### **Academic Integrity**

Adelphi University demands the highest standards of academic integrity. Proper conduct during examinations, the proper attribution of sources in preparation of written work, and complete honesty in all academic endeavors is required. Submission of false data, falsification of grades or records, misconduct during examinations, and plagiarism are among the violations of academic integrity. Students who do not meet these standards are subject to dismissal from the University. Please see the University's Honor Code in *The Student Guide to Life* or go to <http://academics.adelphi.edu/policies/honesty.php>.

### **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 Degree**

Adelphi confers associate degrees on undergraduates who have fulfilled the requirements in the University College program. 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 Degree**

Adelphi confers baccalaureates—bachelor's degrees—on undergraduates who have fulfilled their academic 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), B.S.Ed. (Bachelor of Science in Education), and B.S.W. (Bachelor of Social Work).

### **Attendance**

Only students who have been registered by the Office of the University 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 encompasses two semesters (fall and spring), approximately 15 weeks each, an intersession of approximately three weeks, and two summer terms, five weeks each. 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, that 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.

## Intersession

The Adelphi University Intersession meets in the beginning of January. This intersession gives students an opportunity for non-traditional learning experiences including exploring art galleries or museums, intensive writing or language acquisition, and study abroad. While each course meets New York State regulations for instructional time, the various creative, enriching approaches imply great variability in meeting times and locations. To prevent time conflicts, students may register for only one course per intersession.

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

## Billing/Financial Aid Considerations

Graduate students will pay the per credit rate for all credits earned in an intersession course. All relevant University fees will apply to intersession offerings.

## 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 University Registrar certifies the enrollment of students in courses of study or their right to use the services available at the University. Registration information is mailed, by the Office of the University Registrar, to eligible students every semester. It is also available on the Web site at <http://ecampus.adelphi.edu/registrar/registration.php>. The *Directory of Classes* is available at the Registrar's Office, Levermore Hall lower level or online at <http://ecampus.adelphi.edu>.

Freshmen register separately for their first semester at the University. In subsequent terms they register with all other students. Freshmen and transfers are mailed all pertinent information for their respective orientations and registrations.

There are several ways to register at Adelphi:

Priority registration begins in late fall and spring and is a week long. It is an opportunity for students to select the courses in which they wish to enroll the following semester.

A rolling registration period begins after Priority Registration ends. This period extends to the first day of classes, at which point Late Registration is established.

For specific semester dates and deadlines, please refer to the University's Academic Calendar at <http://ecampus.adelphi.edu/registrar/calendar.php>.

## Definition of a Student

Official designation of the status of "student" at Adelphi University is reserved for those individ-

uals 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 University Registrar. Deadlines to effect these changes are clearly set forth in the academic calendar published in this *Bulletin*, in the *Directory of Classes*, on the University Web site, and elsewhere.

## **Records**

Adelphi recognizes two kinds of student records: directory information and educational 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.

*Educational records* are governed by the Family Education Rights and Privacy Act (FERPA) and are maintained by several offices within the University. To review this specific date-sensitive information, please refer to the current Directory of Classes or to <http://ecampus.adelphi.edu/registrar/ferpa.php>.

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 Office of the University Registrar that this information not be released. Forms for such requests are obtained from, and returned to, the Office of the University Registrar. Academic records may not be released without the prior written consent of the student. Access to records is protected by the Family Education Rights and Privacy Act (FERPA). The Offices of Academic Services and Retention, Student Affairs, Student Financial Services, and the Office of the University 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 Office of the University 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 University Registrar (\$10). *Unofficial transcripts* are given

to or sent directly to students and carry the notation UNOFFICIAL COPY. *Transcripts will not be issued for students who have failed to meet their financial obligation to the University.*

### **Academic Advising**

Adelphi undergraduates have many sources for academic advice: faculty advisers, academic advisers in the offices of the deans of their School, and the Office of Academic Services and Retention. Faculty advisers from the individual academic units assist students who have declared their major with course selection and are charged with approval of registration decisions.

Students who have not declared a major are assigned a freshman adviser on entering the University as freshmen. They advise the undeclared students 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 adviser can seek the advice and assistance of academic advisers 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 adviser 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 advisers about their academic progress and to

seek their approval for their academic plans. In addition, there is the Office of Pre-Professional Advising and Fellowships to counsel students who are interested in pursuing law, medicine, engineering, etc.

### **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* and can be found by accessing a degree audit at <https://degreeworks.adelphi.edu>. A minimum GPA of 2.0 in the major is required for graduation. Departments or schools may establish a GPA higher than 2.0.

### **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 advisers in their major. Majors are declared by obtaining a Change of Major form from the Office of the University Registrar, obtaining appropriate signatures, and returning it to the Office of the University Registrar.

### **Acceptance into a Major**

Students must meet the minimum required grade-point average (GPA) of the major in order to gain acceptance into that major. Sometimes the student might have to complete certain pre-

requisites before formal acceptance into the major.

### **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 advisers. Students who wish to change their major may obtain a Change of Major form from academic departments or from the Office of the University Registrar. A change of major may also require adjustments to students' graduation plans. These should be carefully reviewed by the students and their academic advisers. 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 a Major**

Students who fall below the minimum GPA for their major may be placed on academic probation or separated from the major. A student cannot graduate with a GPA below the minimum required for her/his 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 Office of the University Registrar 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 academic minors. Students are encouraged to declare a minor by the end of the junior year and must do so no later than the start of the second semester of their senior year. To receive official recognition and have the specified minor listed on their final transcript, students must complete a change of major form available from the Office of the University Registrar and obtain written permission from the departmental chair of the minor and of the Dean. Minors must include a minimum of 18 credits. Pass/fail grades may not be included in the minor and students must achieve a minimum 2.0 GPA in their minor in order to qualify for the minor.

### **Credits for Physical Education Skills**

#### **Courses**

Each College of the University establishes the maximum number of physical education skills credits that count toward the baccalaureate degree. They are:

- College of Arts and Sciences—2 credits
- School of Education (non Physical Education majors)—3 credits
- School of Business—3 credits
- School of Nursing—4 credits
- School of Social Work—2 credits
- Derner Institute—4 credits

#### **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 15 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 for those completed with a grade of D– or better, or a grade of P in a class taken Pass/Fail. If a student fails a course and subsequently repeats it, both grades will appear on the transcript and will be used in computing the GPA. 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 GPA; however, the credits will be counted only one time toward graduation.

**Standard Number of Credits**

Students who wish to complete the minimum 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 semesters. Students may not register for more than 17½ credits without written permission of their adviser. Students wishing to register for more than 18½ credits must also 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 bach-

elor'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 GPA
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. If a student registers for courses in which they have received AP credits they will not receive additional credit, but the grade will be used in computing the GPA. 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 Office of the University Registrar, where it

is recorded 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 GPA 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 GPA (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 "Latin 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 adviser;
2. The chair of the Adelphi department of the courses to be taken elsewhere;
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; and
4. The Office of Academic Services and Retention.

The student may be granted permission to take courses at another institution only if:

1. The student needs extra credit to graduate on time or to move to the next class;
2. Student needs a prerequisite for major classes to keep pace for graduation;
3. Student demonstrates better academic success with 12–13 credits per semester than with 15–17; or
4. Student wants to take a class that is not offered at Adelphi University.

Grades earned in courses taken at other institutions appear on the Adelphi transcript but are not calculated in the student's GPA.

Credit from a two-year college cannot be accepted toward a bachelor's degree if a student has earned 64 or more credits toward that degree.

Preliminary arrangements for courses to be taken at overseas institutions to be applicable toward an Adelphi University degree should be approved through the Office of International Student Services in the same manner outlined above.

### 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 from all General Education requirements.

Other students transferring in with 60 credits or more are exempt from First Year 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 30–59 credits are exempt from the First Year Orientation

Experience and the First Year Seminar. They must meet all other competency and distribution requirements.

Students transferring in with fewer than 30 credits must meet all General Education requirements.

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 University Registrar each semester.

## 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 (PTD for

\*See pages 20–23.

Performing Arts, Theatre 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 may 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 they have processed their initial registration, 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 may drop a class within the first four weeks of a 15-week semester. Students who wish to drop a class must complete an Action Request. Students are advised that there is a fee for dropping courses. Dropped courses will not appear on the transcript. Students should be aware that their status as a full-time student will be affected by dropping courses if their credit load is less than 12 credits.

### **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 to 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 disability may be eligible for cost free, reasonable accommodations, academic assistance, or academic adjustments. Students who need any form of academic assistance must contact the Office of Disability Support Services. Reasonable accommodations are determined individually by the Office according to documented need. Some of the more typi-

cal accommodations are: extended time testing, distraction reduced test environment, readers for exams, note takers, books on tape, enlarged-print textbooks and class materials, sign language interpreters for students who are deaf or hard of hearing, and handicapped parking permits. In addition, assistive technology is available for students with disabilities (for example, Kurzweil, JAWS, Magic, and Dragon). The Office of Disability Support Services also arranges for such accommodations as: modified residence hall facilities, accessible classroom seating, and classroom relocation to accessible sites.

To apply for accommodations, the student must complete the Petition for Reasonable Accommodations and Academic Adjustment, the Consent for Release of Information form, and provide recent, valid disability documentation from a qualified professional. Guidelines for disability documentation are available at the Office of Disability Support Service or online at <http://students.adelphi.edu/sa/dss/>.

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

### **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 on the student's registration form by the student's major adviser, by the chair of the department offering the graduate

course desired, and by the dean of the student's college or school.

Acceptance into a graduate course during the senior year does not constitute admission to graduate standing. At the discretion of the Graduate Admissions Committee, however, a limited number of credits so earned, and not used to fulfill the requirements for the bachelor's degree, may be applied toward an advanced degree. Such credits may not be applied toward fulfillment of the residence requirement for a higher degree.

#### ***Ruth S. Ammon School of Education***

Under advisement, undergraduate students in their junior or 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).

#### ***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***

Undergraduates may register for graduate courses in the Derner Institute *only* with permission of the Dean.

#### ***School of Social Work***

Junior and senior students enroll in selected sections of SWK 500 graduate-level courses as part of their required course of study and receive undergraduate credit for these courses. They are eligible to enroll in selected SWK 700-level electives with the approval of the director and receive undergraduate credit.

### **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 Office of the University 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 or the Office of Academic Services and Retention;
- No instructor may change the time or date of the final examination;
- No student may be required to take more than two final examinations during one calendar day. Students with more than two examinations on one calendar day should go to the appropriate academic dean or to the Office of Academic Services and Retention;

- Postponed examinations may be requested only by students who are seriously ill or who have more than two examinations in one day. Students will make the arrangements through the appropriate academic dean or the Office of Academic Services and Retention;
- Postponed examinations will be held no later than the first week of the following term;
- Instructors must offer a make-up examination to all students who were excused from the final examination because of illness or because of conflict with other examinations;
- All students must be allowed to see their graded finals;
- Access to graded finals should be ensured for a period of one semester after the examination was completed;
- Completed and graded finals may not be left in public places for retrieval by students.

## 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 Office of the University Registrar 48 hours after the scheduled final exam. Unofficial transcripts are mailed to students by the Office of the University Registrar at 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) 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 The designation I (Incomplete) will be issued when the student has not completed the course requirements by the end of the semester and has obtained permission from the instructor to take additional time to complete the course work. The incomplete designation I may be used by instructors only if a student has been excused from the completion of course requirements because of illness or other exceptional, compelling circumstances. *Students may have no more than one calendar year after the end of the semester in which the grade was given to resolve Incompletes.* Unresolved Incompletes convert to Fs after this time. This then becomes the final grade.
- W (Withdrawal) 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 GPA. (See the section in this *Bulletin* titled "Withdrawing from Courses.")

### What Grades Signify

Letter Grade	Quality Range	Grade Points (per credit hours)
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 (GPA)

*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 GPA. 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 GPA. For each semester’s work, a semester’s GPA is computed as follows:

The total number of quality points earned is divided by the total number of quality hours. For example,

$$\begin{array}{r} 45 \text{ Quality Points} \\ \div \\ 15 \text{ Quality Hours} \\ \hline = 3.000 \text{ GPA} \end{array}$$

A student who has received advanced placement credit and/or transfer credit will have the cumulative GPA 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 GPA is computed on 112 credits.

### Unfinished Course Work

The designation I (Incomplete) will be issued when the student has not completed the course requirements by the end of the semester and has obtained permission from the instructor to take additional time to complete the course work. The incomplete designation I may be used by instructors only if a student has been excused from the completion of course requirements because of illness or other exceptional, compelling circumstances. *Students may have no more than one calendar year after the end of the semester in which the grade was given to resolve Incompletes.* Unresolved Incompletes convert to Fs after this time. This then becomes the final grade.

### Pass/Fail Option

The Pass/Fail grade option is designed to encourage students to explore disciplines outside their major without affecting their GPA. 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 GPA. A grade of F earns no credit but will affect the computation of the GPA.

The following restrictions apply:

The P/F option is not available

- to students whose semester or cumulative GPA is less than 2.0;
- for courses required for a major or a minor;
- for independent study;
- for General Education courses (except second competency).

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

Grades are submitted only by the instructor of the course. Any change of grade must be approved by that instructor. A grade may be changed only if there is unequivocal evidence that it was the result of computational or mechanical error.

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 should be brought to the chair of the department (if there is a chair);
- The chair may choose to discuss the matter with the instructor to try to resolve the issues;
- If still dissatisfied, or if there is no chair, students should bring their concerns to the assistant or associate dean of the school responsible for the course;

- The dean may choose to discuss the matter with the chair and/or the instructor to try to resolve the issues;
- If the issues remain unresolved, the student may request that the Office of Academic Services discuss the matter with the instructor;
- The Associate Provost may choose to discuss the matter with the dean.

If the Chair, Dean, or Provost concludes that a grade was a result of arbitrary or capricious conduct on the part of the instructor, the student may be allowed to withdraw from the course. In the case of arbitrary or capricious conduct, the department or school may allow the substitution of another course to replace the course in question.

*All disputes concerning the accuracy of a grade must be raised 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 submitted to the Registrar.

### Academic Standing

Academic standing is defined by a student’s semester and cumulative GPA and the level of progress made toward the number of credits required for the completion of the baccalaureate.

#### Class Standing

Class standing is determined by the number of credits *passed*. Credits not completed or completed unsuccessfully do not count toward the number of credits required for class standing. The number of credits *passed* required for each class is:

Freshman	0 to 29 credits
Sophomore	30 to 59 credits
Junior	60 to 89 credits
Senior	90 or more credits

### The Dean’s List

The deans of Arts and Sciences, Education, Business, Nursing, Social Work, and Derner IAPS

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 GPA 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 GPA 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 GPA of 2.0 in order to remain in good academic standing;
- Students who have declared a major must maintain the minimum GPA of that major in order to continue their affiliation with that school, and to graduate with the chosen major. Some majors require a GPA higher than 2.0.

Grade-Point Average Requirements	Minimum Cumulative GPA
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 (see Chapter VI)	2.0
Business—all majors	2.3
Nursing Majors	2.5
Social Work Majors	2.8

### Poor Academic Standing

Students who fall below the minimum GPA 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 Adelphi University, the New York State Department of Education, and the U.S. Department of Education.* Students and their advisers 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 GPA, 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 or College Academic Probation

Students who do not maintain the GPA 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 GPA. 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 (GPA, 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 may 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 GPA of 2.0 will be reassigned to the College of Arts and Sciences for assistance in the identification of a new major or pertinent remedial actions.

### **Dismissal**

Academic dismissal means separation from the University because of the student's poor quality of academic attainment and low level of progress toward the baccalaureate. Dismissal is a most serious academic action. Students who are dismissed from the University will have their next term's registration canceled, if they have registered in advance, and will have all their affiliations with the University terminated.

*Students who have been dismissed from the University will not be considered for readmission within the year following their dismissal. Dismissed students are advised that there is no real or implied right to such readmission.*

Academic dismissals can occur after the conclusion of any semester. Academic dismissals are carried out on behalf of the University by the Office of Academic Services and Retention. A student who is subject to dismissal may petition the Associate Provost for Academic Services and Retention.

### **Leave of Absence**

A leave of absence is a permission to be temporarily away from the University, generally to 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. (See "Withdrawal for Medical Reasons.")

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. Withdrawals from the University after the ninth week of the semester will not be granted because of inability to attend classes, take final examinations, or complete course work. (See “Incomplete.”)

Adelphi reserves the right to withdraw from the University students who discontinue their registration for one semester. In addition, Adelphi reserves the right to withdraw from the University any student for any reason without notification to parents or guardian. Students who withdraw or are withdrawn from the University are advised that there is no real or implied right to readmission.

## Withdrawal for Medical Reasons

Students requesting a withdrawal from the University because of medical reasons must submit the appropriate medical documentation and a letter requesting a medical withdrawal to the Office of Academic Services and Retention. This must be done during the semester for which the leave is requested. Students who withdraw from the University for medical reasons will be dropped from all of their courses. Students wishing to return after a Medical Withdrawal must submit medical documentation clearing them for return to the Office of Academic Services and Retention.

Residence fees will be refunded according to the policies outlined in the section “Residence Fees Refund.”

## Readmission

Except for Medical Withdrawals students who wish to be readmitted to Adelphi University should petition their school or college. Students who wish to be readmitted after a Medical Withdrawal petition the Office of Academic Services and Retention. Students in good standing who return within four or more consecutive semesters (fall and spring) following a leave for personal reasons, not related to medical or health problems will be asked to review their academic program with their academic adviser, their Dean or an adviser 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

### GPA Required for Graduation

Students who have completed at least 120 credits and attained a cumulative GPA of 2.0 must apply for graduation. Majors in the Schools of Business, Nursing, and Social Work are required to have a higher cumulative GPA for graduation, respectively 2.3, 2.5, and 2.8. Majors in Physical Education and Communication Science (School of Education) should refer to Chapter VI for specific requirements.

*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 two or more consecutive semesters (fall and spring) 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 within 12 credits of degree completion and will complete them by August may participate in the Commencement ceremonies but will not receive their degree until they have completed all degree requirements.

All students *must* apply for graduation. For January graduates, applications must be filed with the Office of the University 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 whose courses do not end by the date of graduation, need to apply for the next applicable graduation date. Students who will complete their degree requirements by taking a spring intercession

course are eligible to file for May graduation. Students who have applied for graduation but who have been assigned Incomplete grades for course work taken in the final semester may attend the commencement exercises but will not be awarded degrees at the Commencement ceremonies. Students in this category may be awarded their degrees if the registrar’s office receives written notification of the removal of the Incomplete grade or grades prior to:

- For May graduates, June 30;
- For August graduates, September 30;
- For January graduates, February 28/29.

### Diplomas

Students who are awarded degrees 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 GPA 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 GPA (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

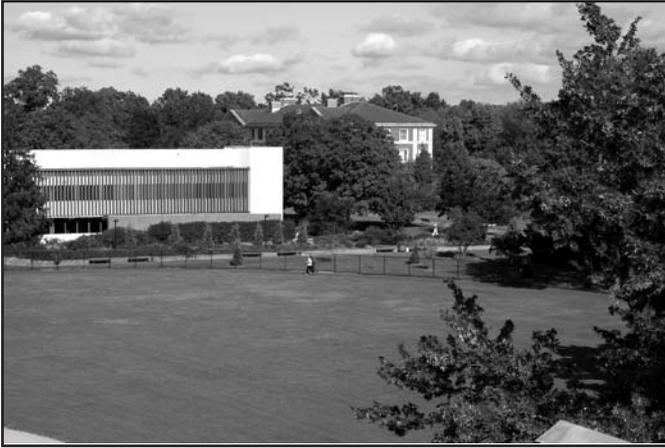
Students graduating with the highest averages in their major may be nominated for departmental or school honors, provided that the GPA of the

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.

**Academic Forgiveness Readmission Policy**

Former Adelphi students who have been away from the university for at least three years who had a GPA of less than 2.0 can apply for Academic Forgiveness. The applicant would be admitted or readmitted to the school to which s/he is applying under a Final Probation Contract. The student would qualify for “Forgiveness” after completing one semester (12–13 credits) with a GPA determined by the school. In no case would the qualifying GPA be less than 2.3. If the student is successful the GPA prior to readmission would be cancelled. All grades would remain on the transcript. Credits received prior to readmission in which the grade of D–, D, or D+ would be cancelled. Students must complete at least 30 credits at Adelphi after return.

XVI



FACULTY

EMERITI

RECENT HONORARY  
DEGREE RECIPIENTS

BOARD OF TRUSTEES

OFFICERS OF  
ADMINISTRATION

---

## Faculty

### DISTINGUISHED VISITING PROFESSOR

KEVIN SHEEHAN, *Distinguished Visiting Professor of Accounting, Finance, and Economics*; B.S., Hunter College; M.B.A. (1981), New York University

### VISITING FACULTY

PATRICIA ECKARDT, *Visiting Assistant Professor of Nursing*, B.S., State University of New York Empire State; M.B.A. (2004), Almeda University

LINDA LANDAU, *Visiting Assistant Professor of Curriculum and Instruction*, B.A., M.A. (1994), Queens College, City University of New York

ROBERT LIPPMAN, *Visiting Assistant Professor of Chemistry*, M.S., City College of New York; Ph.D. (1965), Columbia University

ROBERTA MARPET, *Visiting Associate Professor of Nursing*, B.S., Ed.M., Columbia University; Ph.D. (1985), New York University

JOANNE METCALF, *Visiting Assistant Professor of Music*, B.A., University of California; M.A., Ph.D. (1999), Duke University

ALICE PENNISI, *Visiting Assistant Professor of Curriculum and Instruction*, M.A., Ed.M., Ed.D. (2005), Teachers College, Columbia University

### UNIVERSITY PROFESSOR

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

### CURRENT FACULTY

WAHIBA ABU-RASS, *Assistant Professor of Social Work*, M.Phil., Ph.D. (2000), Columbia University; M.S.W. (2007), Rutgers University

JUDITH ACKERHALT, *Associate Professor of Nursing*, B.S.N., Rutgers University; M.S., Adelphi University; Ed.D. (1986), Columbia University

ANAGNOSTIS AGELARAKIS, *Professor of Anthropology and Sociology*, B.A., M.S., Lund's University, Sweden; M.Phil., Ph.D. (1989), Columbia University

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

ANNA AKERMAN, *Assistant Professor of Communications*, B.A., Brown University; M.A., Ph.D. (2004), New York University

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

LUCY ALEXANDER, *Senior Adjunct Faculty in Nursing*, B.S., M.S., Ph.D. (1991), Adelphi University

RAYSA E. AMADOR, *Professor of Languages and International Studies*, B.A., M.A., Ph.D. (1978), New York University

DEBORAH AMBROSIO-MAWHIRTER, *Clinical Assistant Professor of Nursing*, B.S., M.S. (1996), Adelphi University

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

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

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

CINDY ARROYO, *Assistant Professor of Communication Sciences and Disorders*, B.A., M.S., D.A. (2005), Adelphi University

ALLAN ASHLEY, *Professor of Management, Marketing and Decision Science*, B.S.E.E., Rensselaer Polytechnic Institute; M.S., Ph.D. (1971), Polytechnic Institute of Brooklyn

FRANK AUGUSTYN, *Associate Professor of Dance*, York and McMaster University, National Ballet School (Canada) (1970)

REGINA AXELROD, *Professor of Political Science*, B.A., City College of New York, City University of New York; M.A., Wayne State University; Ph.D. (1978), City University of New York

C. RICHARD BAKER, *Professor of Accounting, Finance, and Economics*, B.A., M.S., Ph.D. (1975), University of California (UCLA)

LESTER B. BALTIMORE, *Associate Provost, Associate Professor of History*, A.B., Hiram College; A.M., Ph.D. (1968), University of Missouri

ADITI BANDYOPADHYAY, *Associate Professor in the University Libraries*, B.S., B.L.S., M.S., Ph.D., University of Calcutta, M.L.S. (1994), Long Island University

JUDITH BAUMEL, *Associate Professor of English*, B.A., Radcliffe College-Harvard University; M.A. (1978), Johns Hopkins University

ANGELA BEALE-TAWFEEQ, *Assistant Professor of Health Studies, Physical Education and Human Performance Science*, B.A., M.S., Howard University; Ph. D. (2005), Florida State University

KENYA BEARD, *Clinical Assistant Professor of Nursing*, B.S., Excelsior College; M.S. (2004), Stony Brook University

DANIEL BEDARD, *Clinical Assistant Professor of Health Studies, Physical Education and Human Performance Science*, B.S., Plattsburgh State University; M.S.P E. (1990), Ohio University

ANDREA BEGEL, *Assistant Professor of Art and Art History*, M.A., M.Phil., Ph.D. (2004), Columbia University

ELOISE BELLARD, *Assistant Professor in the University Libraries*, B.A., Marymount Manhattan College; M.L.S. (1977), St. John's University

RICHARD BELSON, *Associate Professor of Social Work*, B.S., Tufts University; M.H.L., Jewish Theological Seminary; M.S.W., D.S.W. (1977), Adelphi University

LEIGH D. BENIN, *Assistant Professor of Curriculum and Instruction*, B.A., Queens College, City University of New York; M.A., Ph.D. (1997), New York University

SEAN BENTLEY, *Assistant Professor of Physics*, B.S., M.S., University of Missouri-Rolla; Ph.D. (2004), University of Rochester

RONI BERGER, *Professor of Social Work*, B.S.W., M.S.W., Ph.D. (1993), Hebrew University of Jerusalem

SRILATA BHATTACHARYYA, *Associate Professor of Curriculum and Instruction*, B.Sci., University of Calcutta, India; B.Ed., M.Ed., M.Phil., University of Bombay, India; Ph.D. (2004), University of Memphis

STEPHEN BLOCH, *Associate Professor of Mathematics and Computer Science*, B.S., Virginia Technical University; M.S., Ph.D. (1992), University of California at San Diego

STANLEY BODNER, *Senior Adjunct Faculty in University College*, B.A., Brooklyn College, City University of New York; M.A., M.Ed., Ph.M., Ph.D. (1980), Columbia University

STEFNI BOGARD, *Clinical Assistant Professor of Nursing*, B.S., SUNY Stony Brook; M.S.N. (1986), University of Pennsylvania

ELLEN BOGOLUB, *Associate Professor of Social Work*, B.A., University of Chicago; M.S.W., New York University; Ph.D. (1986), Rutgers University

RUTH BOMGARDNER, *Senior Adjunct Faculty in Nursing*, B.S., Long Island University; M.S. (1968), Hunter College, City University of New York

SIDNEY MARQUEZ BOQUIREN, *Assistant Professor of Music*, B.M., Butler University; M.A., Ph.D. (1999), Duke University

PETER BORCHETTA, *Senior Adjunct Faculty in Performing Arts*, B.A., Providence College; M.A. (1995), Adelphi University

ROBERT BORNSTEIN, *Professor of Psychology*, B.A., Amherst College; Ph.D. (1986), SUNY Buffalo

ROBERT EMMETT BRADLEY, *Professor of Mathematics and Computer Science*, B.Sc., Concordia University; B.A., Oxford University; M.Sc., Ph.D. (1989), University of Toronto

JACQUELINE BRANDWEIN, *Clinical Assistant Professor of Nursing*, B.S., Columbia University; M.A. (1993), New York University

LYUDMILA A. BRYZZHEVA, *Assistant Professor of Curriculum and Instruction*, Teaching Certificate, Leo Tolstoy State Pedagogical University of Tula, Russia; M.Ed., Ph.D. (2002), Pennsylvania State University

WILMA S. BUCCI, *Professor of Psychology*, B.A., Swarthmore College; M.A., University of Michigan; Ph.D. (1975), New York University

PAMELA BUCKLE, *Assistant Professor of Management, Marketing, and Decision Sciences*, B.A., University of Waterloo, Canada; M.B.A., Ph.D. (2005), University of Calgary, Canada

MELANIE E. L. BUSH, *Assistant Professor of Anthropology and Sociology*, B.A., McGill University; M.P.H., Hunter College, City University of New York; Ph.D. (2002), City University of New York

LUCIA BUTTARO, *Associate Professor of Curriculum and Instruction*, B.S., Instituto de Enseñanza Superior Daguerrre, Buenos Aires, Argentina; M.S., Ph.D. (1999), Fordham University

GREGORY CANELL, *Senior Adjunct Faculty in University College*, B.A., Syracuse University; M.B.A. (1969), Adelphi University

GARY E. CANTRELL, *Associate Professor in the University Libraries*, B.A., Furman University; M.L.S. (1966), Florida State University

DIANE CARACCILO, *Assistant Professor of Curriculum and Instruction*, B.A., SUNY Binghamton; M.A., Adelphi University; Ed.D. (2005), Columbia University

NICHOLAS A. CARBO, *Associate Professor of Languages and International Studies*, B.A., Queens College, City University of New York; M.A., Ph.D. (1976), New York University

MARGARET CASSIDY, *Associate Professor of Communications*, B.A., St. John's University; M.A., Fordham University; Ph.D. (1996), New York University

DOMINICK CAVALLO, *Professor of History*, B.A., Ph.D. (1976), SUNY Stony Brook

TANDRA CHAKRABORTY, *Assistant Professor of Biology*, M.Sci., Ph.D. (2000), University of Calcutta, India

ABDIN CHANDE, *Assistant Professor of History*, B.A., Carleton University; B.A., Ottawa University; M.A., Ph.D. (1992), McGill University

DAVID CHAYS, *Assistant Professor of Mathematics and Computer Science*, B.S., M.S., Brooklyn College, City University of New York; Ph.D. (2004), Polytechnic University Brooklyn

PETER I. CHERNACK, *Associate Dean of the School of Social Work; Assistant Professor of Social Work*, B.S., M.S.W., D.S.W. (2001), Adelphi University

JEAN LAU CHIN, *Dean of the Gordon F. Derner Institute for Advanced Psychological Studies; Professor of Psychology*, B.S., Brooklyn College, City University of New York; M.A., Ed.D. (1974), Teachers College, Columbia University

BETH CHRISTENSEN, *Assistant Professor of Environmental Studies*, B.A., M.S., Rutgers University; Ph.D. (1997), University of South Carolina

ALAN R. COHEN, *Assistant Professor of Curriculum and Instruction*, B.A., City College of New York, City University of New York; Ph.D. (1973), Hofstra University

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

JUDITH H. COHEN, *Professor of Curriculum and Instruction*, B.S., Queens College, City University of New York; M.S., Syracuse University; Ph.D., J.D. (1988), Hofstra University

ELIZABETH COHN, *Assistant Professor of Nursing*, B.A., SUNY Purchase; M.S.N. (1998), SUNY Stony Brook

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

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

FRANCINE CONWAY, *Associate Professor of Psychology*, B.A., Cornell University; M.S., Columbia University; Ph.D. (1999), Adelphi University

GRACE M. CONWAY, *Associate Professor of Accounting, Finance, and Economics*, B.A., Queens College, City University of New York; M.A. (1977), New School for Social Research

MARTHA COOLEY, *Assistant Professor of English*, B.A. (1977), Trinity College

JONNA COOMBS, *Assistant Professor of Biology*, B.S., University of Maine; Ph.D. (2000), Pennsylvania State University

PATRICK COONAN, *Dean of the School of Nursing; Professor of Nursing*, B.S., Adelphi University; M.P.A., Long Island University C.W. Post College; M.Ed., Ed.D. (1995), Columbia University

DEBORAH F. COOPERSTEIN, *Professor of Biology*, B.S., Cornell University; Ph.D. (1974), City University of New York

PETER C. COSTELLO, *Associate Professor of Communications*, B.A., Swarthmore College; M.A., Ph.D. (1981), New York University

CHRISTINE COUGHLIN, *Associate Professor of Nursing*, B.S., Adelphi University; M.A., New York University; Ed.D. (1998), Columbia University

HUGH CREAN, *Professor of Art and Art History*, B.A., National University of Ireland; M.A. University of California, Davis; Ph.D. (1990), City University of New York

REBECCA C. CURTIS, *Professor of Psychology*, B.S., Tulane University; M.A., Ph.D. (1973), Columbia University

FATHER JOSEPH D'ANGELO, *Senior Adjunct Faculty in Nursing*, B.A., M.Div., Saint Bonaventure University; M.S. (1982), New York Institute of Technology

CAROLANN DANIEL, *Assistant Professor of Social Work*, B.A., M.S.W., Hunter College, City University of New York; Ph.D. (2005), City University of New York

MARSHA TYSON DARLING, *Professor of African American and Ethnic Studies; Professor of History*, B.A., Vassar College; M.A., Ph.D. (1982), Duke University

ELIZABETH DeFREITAS, *Associate Professor of Curriculum and Instruction*, B.A., McGill University; M.A., B.Ed., Ph.D. (2003), University of Toronto

PATRICIA DELEO, *Assistant Professor in the University Libraries*, B.A., Adelphi University; M.S.L.I.S., M.S. (2004), Long Island University

JENINE DEMARZO, *Assistant Professor of Health Studies, Physical Education and Human Performance Science*, B.S., State University College at Cortland; M.S., Ed.D. (1998), Teachers College, Columbia University

DIANE DEMBICKI, *Assistant Professor of Nursing*, B.A., SUNY New Paltz; M.A., Indiana University; Ph.D. (1995), Colorado State University

LAURA DeROSE, *Assistant Professor of Psychology*, B.A. Johns Hopkins University; M.A., Ph.D. (2005), Columbia University

CAROL DIAKOW, *Professor of Biology*, B.S., City College of New York, City University of New York; M.S., Ph.D. (1969), New York University

JOHN P. DOOHER, *Professor of Physics*, B.E., M.S., Ph.D. (1965), Stevens Institute of Technology

JAMES K. DOOLEY, *Professor of Biology*, B.S., University of Miami; M.A., University of South Florida; Ph.D. (1974), University of North Carolina

SARAH DOOLITTLE, *Associate Professor of Health Studies, Physical Education and Human Performance Science*, B.S., Northeastern University; M.A., Boston University; Ph.D. (2005), Teachers College, Columbia University

ANTON DUDLEY, *Assistant Professor of English*, B.A., Vassar College; M.F.A. (2001), New York University

MORRIS EAGLE, *Clinical Professor of Psychology*, B.S., M.A., City College of New York, City University of New York; Ph.D. (1958), New York University

RITA EDWARDS, *Professor Emerita, Senior Adjunct Faculty, University Libraries*, B.A., Oklahoma University; M.S., Kean State College; M.L.S. (1979), Long Island University, C.W. Post

SUSAN EICHENHOLTZ, *Assistant Professor of Curriculum and Instruction*, B.A., SUNY Stony Brook; M.S. Wright State University; Ed.D. (2001), Hofstra University

PAUL ESPOSITO, *Senior Adjunct Faculty in University College*, B.A., Seton Hall; M.A., St. John's University; M.S., University of Bridgeport; Ph.D. (1981), New York University

BONNIE M. EWING, *Assistant Professor of Nursing*, B.S., Duquesne University; M.S., Ph.D. (1996), Adelphi University

GRAHAM EVERETT, *Senior Adjunct Faculty in General Studies*, B.A., Canisius College; M.A., Ph.D. (1994), SUNY Stony Brook

DIANA FEIGE, *Clinical Associate Professor of Curriculum and Instruction*, B.A., University of New Hampshire; M.T.S., Harvard University; M.Ed. New England Graduate School; Ed.D. (1988), Columbia University.

RONALD S. FEINGOLD, *Dean of the Ruth S. Ammon School of Education; Professor of Health Studies, Physical Education and Human Performance Science*, B.S., University of Illinois; M.Ed., University of Arizona; Ph.D. (1972), University of New Mexico

JUDY FENSTER, *Associate Professor of Social Work*, B.A., Northwestern University; M.S.W., Ph.D. (2000), New York University

ROSEMARY FLANAGAN, *Assistant Professor of Psychology*, B.S., St. Francis College; M.A., New School for Social Research; M.A., Ph.D. (1986), Hofstra University

JENNIFER FLEISCHNER, *Professor of English*, B.A., Williams College; M.A., Ph.D. (1988), Columbia University

LARAINÉ FLETCHER, *Professor of Anthropology and Sociology*, B.A., Adelphi University; M.A., Ph.D. (1978), SUNY Stony Brook

KATHERINE FLYNN, *Assistant Professor of Biology*, B.S., Hunter College, City University of New York; M.S., City College of New York, City University of New York; M.Phil., Graduate Center, City University of New York; Ph.D. (1998), City University of New York

MATTHIAS FOELLMER, *Assistant Professor of Biology*, B.Sc., Free University Berlin, Germany; Ph.D. (2004), Concordia University

MARYANN FORBES, *Associate Professor of Nursing*, B.S., Pace University; M.S.N., Columbia University; Ph.D. (1998), Adelphi University

CARSON FOX, *Assistant Professor of Art and Art History*, B.F.A., University of Pennsylvania; M.F.A. (1999), Rutgers University

RICHARD B. FRANCOEUR, *Associate Professor of Social Work*, B.S., Cornell University; M.S., M.S.W., Michigan State University; Ph.D. (1998), University of Pittsburgh

KERMIT FRAZIER, *Associate Professor of English*, A.B., M.A., Syracuse University; M.F.A. (1977), New York University

FRANK FREIDMAN, *Senior Adjunct Faculty in University College*, B.A., University of Wisconsin; M.S., Ph.D. (1954), New York University

ANITA W. FREY, *Clinical Assistant Professor of Curriculum and Instruction*, B.A., Marymount College; M.A. (1954), Hunter College, City University of New York

ELAYNE GARDSTEIN, *Senior Adjunct Faculty, University Libraries*, B.A., Connecticut College; M.A., George Washington University; M.S. (1991), Long Island University, C.W. Post

RICHARD GARNER, *Dean of the Honors College; Professor of Languages*, B.A., Princeton University; M.A., Harvard University; M.A., Ph.D. (1983), University of Chicago

MARTIN H. GARRELL, *Professor of Physics*, B.A., Princeton University; M.S., Ph.D. (1966), University of Illinois

ANNE GIBBONE, *Assistant Professor of Health Studies, Physical Education and Human Performance Science*, B.S., M.A. (2002), Adelphi University

DAVID GITELSON, *Senior Adjunct Faculty in Social Work*, B.A., Syracuse University; M.S.W., Columbia University; D.S.W. (1981), City University of New York

GILLES GLACET, *Assistant Professor of Languages and International Studies*, M.A., Université de Picardie Jules Verne; Ph.D. (2005), Emory University

DAVID GLEICHER, *Associate Professor of Accounting, Finance, and Economics*, B.A., St. John's College; M.A., Ph.D. (1984), Columbia University

JEROLD R. GOLD, *Professor of Psychology*, B.A., Queens College, City University of New York; Ph.D. (1980), Adelphi University

GERTRUDE SCHAFFNER GOLDBERG, *Professor of Social Work*, B.A., Vassar College; M.S., D.S.W. (1976), Columbia University

STEPHEN Z. GOLDBERG, *Professor of Chemistry*, A.B., Cornell University; Ph.D. (1973), University of California at Berkeley

GARY GOLDENBACK, *Senior Adjunct Faculty in Urban Education*, B.A., M.S., Queens College, City University of New York; M.A., M.S., Ph.D. (1985), Hofstra University

ROBERT GOLDFARB, *Professor of Communication Sciences and Disorders*, B.A., M.S., Brooklyn College, City University of New York; Ph.D. (1978), City University of New York

ROBERT L. GOLDFARB, *Senior Adjunct Faculty in University College*, B.B.A., Pace University; M.A., Adelphi University; M.B.A. (1982), Hofstra University

JEFFREY GOLDSTEIN, *Professor of Management, Marketing, and Decision Sciences*, B.A., University of Pennsylvania; M.A., Ph.D. (1980), Temple University

DARYL GORDON, *Assistant Professor in the Department of Curriculum and Instruction*, B.A., Bryn Mawr College; M.S.Ed, Ph.D. (2004), University of Pennsylvania

JOSEPH GRAY, *Senior Adjunct Faculty in University College*, B.B.A., M.B.A. (1977), St. John's University

MARGARET GRAY, *Assistant Professor of Political Science*, B.A. Lafayette College; M.A., Ph.D. (2006), City University of New York

Y'VONNE GRAY, *Assistant Professor of Nursing*, B.S., Long Island University; M.S.N. (1993), SUNY Brooklyn

PERRY GREENE, *Associate Dean in the Ruth S. Ammon School of Education, Associate Professor of Education*; B.S., M.A., New York University; Ph.D. (2002), New York University

LINDA SUE GREENFIELD, *Associate Professor of Nursing*, B.S.N., Catholic University; M.S.N., Boston University; Ph.D. (1998), Adelphi University

STEPHEN A. GREENFIELD, *Professor of Philosophy*, B.A., St. Olaf College; M.Div., Luther Theological Seminary; Ph.D. (1972), Fordham University

GODFREY GREGG, JR., *Clinical Assistant Professor of Social Work*, B.A., Hamilton College; M.S.W. (1995), Fordham University

PATRICK GREHAN, *Assistant Professor of Psychology*, B.A., SUNY Binghamton; M.A., Ph.D. (1998), Hofstra University

GEOFFREY GROGAN, *Associate Professor of Art and Art History*, B.F.A., SUNY Purchase; M.F.A., M.S. (1996), Pratt Institute

RAKESH C. GUPTA, *Associate Dean of the School of Business; Assistant Professor of Management, Marketing, and Decision Sciences*, B.S., St. Stephen's College, Delhi University; B.E., City College, City University of New York; M.B.A. (1975), Baruch College, City University of New York

MARTIN R. HAAS, *Associate Professor of History*, A.B., Brooklyn College, City University of New York; A.M., Ph.D. (1974), Rutgers University

JANET HAND, *Senior Adjunct Faculty in the School of Nursing*, B.S., Adelphi University; M.A. (1974), New York University

JEAN HARRIS, *Assistant Professor of Health Studies, Physical Education and Human Performance Science*, B.S., East Stroudsburg University; M.S., Ph.D. (1996), Pennsylvania State University

CLARILEE HAUSER, *Assistant Professor of Nursing*, A.D.N., Palomar College; B.S., University of Washington; M.S. (2003), University of California

JAMES HAZY, *Associate Professor of Management, Marketing and Decision Sciences*, B.S., Haverford College; M.B.A. University of Pennsylvania Wharton School; Ed.D. (2005), The George Washington University

EUGENE HECHT, *Professor of Physics*, B.S., New York University; M.S., Rutgers University; Ph.D. (1967), Adelphi University

PIERRE M. HEGY, *Associate Professor of Anthropology and Sociology*, Ph.D. (1972), University of Paris

HARVEY J. HEINOWITZ, *Assistant Professor of Accounting, Finance, and Economics*, B.A., Franklin and Marshall College; M.B.A. (1975), Adelphi University

LENORE HELLER, *Assistant Dean of the Gordon F. Derner Institute of Advanced Psychological Studies; Director of the Master's Programs in General Psychology and Mental Health Counseling*, B.A., Adelphi University; Ph.D. (1996), St. John's University

G. KEITH HENNING, *Assistant Professor of Management, Marketing, and Decision Sciences*, B.Com., L.L.B., M.B.A. (1993), University of Calgary, Canada

MARY HICKEY, *Assistant Professor of Nursing*, B.S., Georgetown University; M.S., Adelphi University; Ed.D. (2005), Dowling College

DENNIS HIDALGO, *Assistant Professor of History*, B.A., Universidad Adventista de las Antillas; M.A., Western Illinois University; Ph.D. (2001), Central Michigan University

ROBERT HIGH, *Senior Adjunct Faculty in Decision Sciences*, B.A., M.B.A., M.S., SUNY Stony Brook; M.S., Adelphi University; Ph.D. (1987), Hofstra University

MARK J. HILSENROTH, *Associate Professor of Psychology*, B.A., University of Akron; Ph.D. (1996), University of Tennessee

LAWRENCE J. HOBBIE, *Professor of Biology*, B.A., Yale University; Ph.D. (1989), Massachusetts Institute of Technology

JOSEPH HOFFMAN, *Senior Adjunct Faculty in University College*, B.S., New York Maritime College; M.S., Adelphi University; Ed.D. (1998), LaSalle University

TRACY HOGAN, *Assistant Professor of Curriculum and Instruction*, B.S., Iowa State University; M.A.T., University of Iowa; Ph.D. (2004), Fordham University

STEPHEN HOLZEMER, *Associate Professor of Nursing*, B.S., University of Tennessee; M.S., The Catholic University of America; Ph.D. (1990), Adelphi University

DAVID HORNUNG, *Associate Professor of Art and Art History*, B.A., University of Delaware; M.A., M.F.A. (1976), University of Wisconsin

ELLIN HOROWITZ, *Senior Adjunct Faculty in University College*, B.A., Bennington College; M.A., University of North Carolina; Ph.D. (1977), City University of New York

ZHIMIN HUANG, *Professor of Management, Marketing, and Decision Sciences*, B.S., Beijing Institute of Aeronautics and Astronautics; M.S., People's University of China; Ph.D. (1991), University of Texas

MARYANNE HYLAND, *Associate Professor of Management, Marketing, and Decision Sciences*, B.B.S., Loyola College; M.H.R.M., Ph.D. (1999), Rutgers University

SALVATORE IACONE, *Senior Adjunct Faculty in University College*, B.A., Hunter College, City University of New York; M.A., Ph.D. (1980), St. John's University

GAYLE DRANCH INSLER, *Dean of the College of Arts and Sciences; Professor of Biology*, B.S., SUNY Stony Brook; M.S., Ph.D. (1977), University of Massachusetts

R. DAVID JONES, *Associate Professor of Biology*, B.S., M.S., Idaho State University; Ph.D. (1972), University of Texas

LAWRENCE JOSEPHS, *Professor of Psychology*, B.A., Rutgers College; Ph.D. (1981), University of Tennessee

PATRICIA A. JOYCE, *Associate Professor of Social Work*, B.A., St. John's College; M.S.W., Hunter College, City University of New York; D.S.W. (2001), City University of New York

CRYSTAL E. KAISER, *Associate Professor of Curriculum and Instruction*, B.S., Florida State University; M.A., Vanderbilt University; Ph.D. (1977), University of Washington

DOUGLAS KAMEN, *Assistant Professor of Chemistry*, B.A., Hunter College, City University of New York; Ph.D. (2001), Colorado State University

SHAWN KAPLAN, *Assistant Professor of Philosophy*, B.S., Haverford College; M.A., Ph.D. (2000), The New School for Social Research

ARTHUR KATZ, *Senior Adjunct Faculty in Social Work*, B.S., City College of New York, City University of New York; M.S.W., Columbia University; Ph.D. (1968), New York University

JOAN KEARNEY, *Associate Professor of Nursing*, B.S.N., M.S.N., Herbert H. Lehman College; Ph.D. (1986), Cornell University

DAVID M. KEEPNEWS, *Associate Professor of Nursing*, B.S., University of San Francisco; M.P.H., J.D., University of California; Ph.D. (2002), Brandeis University

DIANN CAMERON KELLY, *Assistant Professor of Social Work*, B.A., Temple University; M.S.W., Ph.D. (2002), Fordham University

PATRICK J. KELLY, *Professor of History*, B.S., Holy Cross College; Ph.D. (1970), Georgetown University

MORTON KISSEN, *Professor of Psychology*, B.A., Brooklyn College, City University of New York; M.A., Ph.D. (1968), New School for Social Research

MARILYN KLAINBERG, *Associate Professor of Nursing*, B.S., M.S., Adelphi University; Ed.D. (1994), Teachers College, Columbia University

JESSICA KLEIN, *Assistant Professor of Anthropology and Sociology*, B.A., Hampshire College; M.Ed., University of Massachusetts, Amherst; M.S.W., Yeshiva University; Ph.D. (2002), City University of New York

ESTHER KOGAN, *Associate Professor of Curriculum and Instruction*, B.S., The National Autonomous University of Mexico; M.A., Ed.D. (1997), Teachers College, Columbia University

ELLEN KOWALSKI, *Associate Professor of Health Studies, Physical Education, and Human Performance Science*, B.S., SUNY Geneseo; M.A., University of Connecticut; Ph.D. (1989), Texas Woman's University

ALAN KREITZMAN, *Assistant Professor of Accounting, Finance, and Economics*, B.S., Brooklyn College, City University of New York; M.B.A. (1969), Adelphi University

KATIE LAATIKAINEN, *Associate Professor of Political Science/International Studies*, B.A., Washburn University; M.A., Ph.D. (2001), University of South Carolina

MICHAEL LaCOMBE, *Assistant Professor of History*, B.A., Yale University; Ph.D. (2006), New York University

STEPHANIE T. LAKE, *Assistant Professor of Anthropology and Sociology*, B.A., Washington and Lee University; M.A., Ph.D. (2001), University of Virginia

MARGARET LALLY, *Associate Professor of Performing Arts*, B.F.A., Adelphi University; M.F.A. (1986), University of Michigan

JACQUELINE LaMON, *Assistant Professor of English*, B.A., Mount Holyoke College; J.D. (1987), University of California, Los Angeles, School of Law

JOSEPH LANDESBERG, *Professor of Chemistry*, B.S., Rutgers University; M.A., Ph.D. (1965), Harvard University

SUSAN HENDLER LEDERER, *Associate Professor of Communication Sciences and Disorders*, B.S., M.A., Ph.D. (1996), New York University

MARILYN J. LEHMAN, *Senior Adjunct Faculty in Music*, B.S., Hofstra University; M.A. (1977), Manhattan School of Music

GREGORY LETTER, *Assistant Professor of Health Studies, Physical Education and Human Performance Science*, B.S., Temple University; M.S., Ph.D. (2001), University Southern Mississippi

ROGER LEVIN, *Associate Professor of Social Work*, B.S., University of Wisconsin; M.S.W., Fordham University; M.P.A., Ph.D. (1988), New York University

TRACI LEVY, *Assistant Professor of Political Science*, B.A., Loyola College; M.A., Ph.D. (2002), University of Notre Dame

THEODORE LEWIS, *Senior Adjunct Faculty in University College*, B.Ch.E., M.Ch.E., Rensselaer Polytechnic Institute; M.B.A. (1971), New York University; Ph.D. (1955), Princeton University

SUSAN LI, *Professor of Management, Marketing, and Decision Sciences*, B.S., The People's University of China; Ph.D. (1992), University of Texas

ANTHONY F. LIBERTELLA, *Dean of the School of Business; Special Assistant to the President for Business Development; Professor of Management and Law*, B.A., Iona College; M.A., Ph.D. (1972), Ohio State University; J.D. (1978), St. John's University School of Law

ROBERT LINNÉ, *Associate Professor of Curriculum and Instruction*, B.A., University of Texas at Austin; M.A., Texas A & M University at Corpus Christi; Ph.D. (1998), University of Texas at Austin

DEBORAH LITTLE, *Assistant Professor of Anthropology and Sociology*, B.A., University of Michigan; J.D., Georgetown University; M.A., Ph.D. (2001), University of California at Berkeley

KAREN LOMBARDI, *Professor of Psychology*, B.A., Sarah Lawrence College; M.A., Ph.D. (1980), New York University

DAVID LUBELL, *Professor of Mathematics and Computer Science*, B.S., Columbia University; Ph.D. (1960), New York University

CHRISTOPHER LYNDON-GEE, *Associate Professor of Music*, B.A., University of Durham; Diploma di Perfezionamento in Music from the Conservatorio S. Cecilia in Rome; Ph.D. (2001), Australian National University

DAVID MACHLIS, *Associate Professor of Accounting, Finance, and Economics*, B.B.A., Baruch College; Ph.D. (1971), Rutgers University

JENNIFER MALONEY, *Assistant Professor of Art and Art History*, B.A., Salve Regina University; M.F.A. (2003), Brooklyn College, City University of New York

MARY MANNING, *Assistant Professor in the University Libraries*, B.A., University of Houston; M.A., Ohio State University; M.L.S. (2005), Kent State University

MARA L. MANSON, *Assistant Professor of Health Studies, Physical Education and Human Performance Science*, B.S., SUNY Brockport; M.S., Hofstra University; Ph.D. (2003), Columbia University

PATRICIA ANN MARCELLINO, *Associate Professor of Curriculum and Instruction*, B.A., M.A., Hunter College, City University of New York; M.B.A., Adelphi University; Ed.D. (2001), Hofstra University

SARA MARTIN, *Assistant Professor of Performing Arts*, B.A., Clemson University; M.F.A. (2004), Northwestern University

TERESA MASCITTI, *Clinical Assistant Professor of Nursing*, B.S., M.S.N., CANP (Certified Adult Nurse Practitioner) (1997), Molloy College

RACHEL MATHER, *Professor Emerita, Senior Adjunct Faculty in Management*, B.A., Mount Holyoke College; M.A., Adelphi University; D.A. (1993), St. John's University

PAUL MATTICK, JR., *Professor of Philosophy*, B.A., Haverford College; M.A., Ph.D. (1981), Harvard University

MICHAEL MATTO, *Assistant Professor of English*, B.A., University of California at Berkeley; M.A., Ph.D. (1998), New York University

CHRISTOPHER MAYO, *Assistant Professor of English*, B.A., Rhode Island University; M.A., Claremont Graduate University; Ph.D. (2004), Brandeis University

THOMAS McANULTY, *Professor of Art and Art History*, B.F.A., Philadelphia College of Art; M.F.A. (1976), Indiana University

ADAM McKEOWN, *Assistant Professor of English*, B.A., M.A., University of New Hampshire; Ph.D. (2000), New York University

ROBERT MENDELSON, *Professor of Psychology*, B.A., Hofstra University; M.S., Ph.D. (1969), University of Massachusetts

GREGORY MERCURIO, *Senior Adjunct Faculty in Performing Arts*, B.A., M.A., University of Scranton; M.A. (1996), Adelphi University

WALTER MEYER, *Professor of Mathematics and Computer Science*, B.A., Queens College, City University of New York; M.S., Ph.D. (1969), University of Wisconsin

SUZANNE MICHAEL, *Assistant Professor of Social Work*, B.A., SUNY Binghamton; M.S., Columbia University; Ph.D. (1998), City University of New York

CARL MIRRA, *Associate Professor of Curriculum and Instruction*, B.A., Hofstra University; M.A., M.Phil., Ph.D. (2004), Teachers College, Columbia University

KELLYANN MONAGHAN, *Assistant Professor of Art and Art History*, B.F.A., Moore College; M.F.A. (2001), Brooklyn College

SVIATOSLAV MOSKALEV, *Assistant Professor of Accounting, Finance and Economics*, B.A., Open University of Israel; M.B.A., Southern Illinois University; Ph.D. (2005), The University of Georgia

JAMES B. MULLIN, *Assistant Professor of Social Work*, B.A., Siena College; M.S.W., Syracuse University; D.P.A. (1979), New York University

ANNE MUNGAI, *Associate Professor of Curriculum and Instruction*, B.Ed., University of Nairobi; M.A., Ph.D. (1997), Michigan State University

LILLIAN MUOFHE, *Assistant Professor of Curriculum and Instruction*, B.Ed., B.A., University of the North, South Africa; M.Ed., University of the Witwatersand, South Africa; Ph.D. (2001), Michigan State University

ANGELO MUSOLINO, *Senior Adjunct Faculty in Music*, B.S. (1978), SUNY Empire State

FLORENCE L. MYERS, *Professor of Communication Sciences and Disorders*, B.A., University of Maryland; M.S., Ph.D. (1976), Pennsylvania State University

SAMUEL NATALE, *Professor of Management, Marketing, and Decision Sciences*, B.A., LaSalle College; M.A., University of Maryland; M.Div., Weston School of Theology; Ed.D. (1971), University of Oxford

EUGENE T. NEELY, *Professor; University Archivist/Special Collections Librarian, University Libraries*, A.B., Davidson College; M.S. (1964), University of North Carolina

JOSEPH W. NEWIRTH, *Professor of Psychology*, B.A., City College of New York, City University of New York; M.S., Ph.D. (1970), University of Massachusetts

WILLIAM J. NILES, *Associate Professor of Curriculum and Instruction*, B.A., M.S., St. John's University; Ph.D. (1982), Fordham University

EVELYN O'CONNOR, *Associate Professor of Curriculum and Instruction*, B.A., Molloy College; M.S.Ed., Ph.D. (1998), City University of New York

VICTOR T. OLIVA, *Assistant Professor in the University Libraries*, B.A., M.A., City College of New York, City University of New York; M.L.S. (1972), Pratt Institute

MICHAEL O'LOUGHLIN, *Professor of Curriculum and Instruction*, B.A., University College, Dublin, Ireland; M.A., Ph.D. (1988), Columbia University

LOIS O'NEILL, *Assistant Professor in the University Libraries*, B.A., SUNY New Paltz; M.S. (1988), Columbia University

DONALD OPALECKY, *Professor Emeritus, Senior Adjunct Faculty in Chemistry*, B.S., Clarkson College; M.S., Ph.D. (1965), Adelphi University

ROBERT OTTO, *Professor of Health Studies, Physical Education, and Human Performance Science*, B.S., SUNY Cortland; M.A.T., University of North Carolina; Ph.D. (1977), Ohio State University

ELIZABETH PALLEY, *Assistant Professor of Social Work*, B.A., Oberlin College; M.S.W., J.D., University of Maryland; Ph.D. (2002), Brandeis University

SUBADRA PANCHANADESWARAN, *Assistant Professor of Social Work*, B.Sc., Bombay University, Mumbai, India; M.S.W., Tata Institute of Social Sciences, Mumbai, India; M.Phil., Madras University, Chennai, India; Ph.D. (2002), University of Maryland

GANESH PANDIT, *Associate Professor of Accounting, Finance, and Economics*, B.Com., University of Bombay; M.B.A., University of Louisiana at Monroe; D.B.A. (1994), Louisiana Tech University

SEUNG-CHAN PARK, *Assistant Professor of Accounting, Finance and Economics*, B.S., Yonsei University, South Korea; M.B.A., DePaul University; Ph.D. (2005), University of Tennessee

DAVID PARKIN, *Associate Professor of Chemistry*, B.A., Northwest Nazarene College; Ph.D. (1982), University of Nebraska

JAYEN PATEL, *Associate Professor of Accounting, Finance, and Economics*, B.Com., University of Bombay; M.B.A., M.S.B.A., D.B.A. (1994), Mississippi State University

COLEMAN PAUL, *Professor of Psychology*, B.A., Western Maryland College; M.A., MacMurray College; Ph.D. (1962), Wayne State University

DENNIS PAYETTE, *Associate Professor of Management, Marketing, and Decision Sciences*, B.A., M.A., Long Island University, C.W. Post; Ph.D. (1986), New York University

ANNE GRISWOLD PEIRCE, *Associate Dean for Academic Affairs in the School of Nursing, Professor of Nursing*, B.S., University of New Hampshire; M.S., Boston University; Ph.D. (1987), University of Maryland

MICHAEL PELLE, *Senior Adjunct Faculty in Management, Marketing, and Decision Sciences*, B.A. (1958), Michigan State

MIRIAM PEPPER-SANELLO, *Assistant Professor of Curriculum and Instruction*, B.A., M.S., Brooklyn College, City University of New York; Ph.D. (1979), Hofstra University

HELMUT ROBERT PEREZ, *Associate Professor of Health Studies, Physical Education, and Human Performance Science*, B.S., Brooklyn College, City University of New York; M.S., Ph.D. (1977), Florida State University

NICHOLAS PETRON, *Professor of Performing Arts*, B.A., Kansas Wesleyan University; M.A. (1969), Adelphi University

SUSAN J. PETRY, *Professor of Psychology*, B.A., University of Maryland; Ph.D. (1974), Columbia University

MYRTLE-DENISE POLLARD, *Assistant Professor of Nursing*, B.S. Adelphi University; M.P.H. Hunter College, M.S., D.N.Sc. (2006), Columbia University

TREBIEN POLLARD, *Assistant Professor of Dance*, B.S., Florida A&M University; M.F.A. (2004), New York University

SARAH POMERANTZ, *Assistant Professor in the University Libraries*, A.B., Smith College, Northampton, MA; M.A., Smith College/Clarke School for the Deaf; M.L.S. (1994), Simmons College Graduate School

LAHNEY PRESTON-MATTO, *Assistant Professor of English*, B.A., Cornell University; M.A., Ph.D. (2000), New York University

SALVATORE PRIMEGGIA, *Professor of Anthropology and Sociology*, B.A., M.A., Adelphi University; Ph.D. (1974), New School for Social Research

CYNTHIA PROSCIA, *Senior Adjunct Faculty in Health Studies*, B.S., Hunter College, City University; M.A. (1992), Adelphi University

DAVID PROTTAS, *Assistant Professor of Management, Marketing, and Decision Sciences*, B.A., Vassar College; M.B.A., University of Chicago; Ph.D. (2006), City University of New York Graduate Center

WILLIAM QUIRIN, *Professor of Mathematics and Computer Science*, B.S., St. Peter's College; M.S., Ph.D. (1969), Rutgers University

G. N. RAO, *Professor of Physics*, B.S., Andhra University; M.S.C., Ph.D. (1963), Aligarh University

LAWRENCE J. RAPHAEL, *Professor of Communication Sciences and Disorders*, B.A., M.A., Queens College, City University of New York; Ph.D. (1970), City University of New York

GEOFFREY REAM, *Assistant Professor of Social Work*, B.A., University of Michigan; M.A., Ph.D. (2005), Cornell University

FRAN REDSTONE, *Associate Professor of Communication Science and Disorders*, B.A., M.A., Hunter College of the City University of New York; Ph.D. (1992), University of Colorado

CHARLES ROGER REES, *Professor of Health Studies, Physical Education and Human Performance Science*, B.Ed., University of London; M.A., Ph.D. (1977), University of Maryland

THOMAS REINER, *Assistant Professor of Psychology*, B.A., M.A., California State University; Ph.D. (2005), University of Nevada

FRANCES RHYMES, *Senior Adjunct Faculty in African American Studies*, A.S. (1954), Brooklyn College, City University of New York

MADELINE RICHEZ, *Senior Adjunct Faculty in Nursing*, B.S., M.S. (1977), Adelphi University

SALLY RIDGEWAY, *Associate Professor of Anthropology and Sociology*, B.A., William Smith College; M.A., University of Connecticut; Ph.D. (1975), City University of New York

GLORIA GRANT ROBERSON, *Professor in the University Libraries*, B.S., Adelphi University; M.L.S., Long Island University; M.S. (1987), Adelphi University

WILLIAM DANIEL ROBERTS, *Assistant Professor of Nursing*, B.S., Medical College of Georgia; M.S., University of South Florida; D.N.Sc. (2005), Columbia University

K.C. RONDELLO, *Assistant Professor in the School of Business and the School of Nursing*, B.A., Trinity University; M.A., Yale University; M.D. (2000), St. George's University, British West Indies

BRIAN ROSE, *Associate Professor of Performing Arts*, M.A., Queens College, City University of New York; Ph.D. (1993), Ohio State University

ELLEN ROSENBERG, *Associate Professor of Social Work*, B.A., Queens College, City University of New York; M.S.W., New York University; D.S.W. (1981), Columbia University

ALVIN ROSENSTEIN, *Professor of Management, Marketing, and Decision Sciences*, A.B., University of Michigan; M.A., Ph.D. (1958), University of Illinois

PATRICK L. ROSS, *Professor of Psychology*, B.A., University of Toronto; Ph.D. (1966), Johns Hopkins University

TERRENCE ROSS, *Assistant Professor of Communications*, B.A., New School for Social Research; M.F.A. (1988), New York University

PHILIP ROTH *Senior Adjunct Faculty in University College*, B.B.A., Baruch College, City University of New York; M.B.A. (1973), Fordham University

PHILIP A. ROZARIO, *Assistant Professor of Social Work*, B.A., National University of Singapore; M.S.W., Catholic University of America; Ph.D. (2002), Washington University

STEPHEN S. RUBIN, *Associate Professor of Curriculum and Instruction*, B.S., State University of New York at Oswego; M.A., University of South Dakota; Ph.D. (1995), University of Illinois at Urbana-Champaign

STEVEN J. RUBIN, *Associate Dean, College of Arts and Sciences; Professor of English*, B.A., University of Rhode Island; M.A., Ph.D. (1969), University of Michigan

PAUL RUKAVINA, *Assistant Professor of Health Studies, Physical Education, and Human Performance Science*, B.S., University of Wisconsin; M.S., Arizona State University; Ph.D. (2003), Louisiana State University

GEORGE K. RUSSELL, *Professor of Biology*, B.A., Princeton University; Ph.D. (1963), Harvard University

MARYBETH RYAN, *Associate Professor of Nursing*, B.S., Hunter College, City University of New York; M.S., Adelphi University; Ph.D. (1985), Hofstra University

ANDREW W. SAFYER, *Dean of the School of Social Work; Professor of Social Work*, B.A., SUNY Purchase; M.S., Rutgers University; M.S.W., M.A., Ph.D. (1986), University of Michigan

LORRAINE SANDERS, *Assistant Professor of Nursing*, B.S., Regents College; M.S., SUNY Stony Brook; D.N.Sc. (2004), Columbia University

ELAINE S. SANDS, *Associate Professor of Communication Sciences and Disorders*, B.A., Brooklyn College, City University of New York; M.S., University of Michigan; Ph.D. (1977), New York University

LORELLE SARETSKY, *Senior Adjunct Faculty in Postdoctoral Psychotherapy*, B.A., Brooklyn College; Ph.D. (1973), Adelphi University

JOAN STEIN SCHIMKE, *Assistant Professor of Communications*, B.S., Rutgers University; M.B.A., Georgetown University; M.F.A. (1999), Columbia University

RONALD SCHOENBERG, *Senior Adjunct Faculty University College*, B.B.A., Baruch College, City University of New York; J.D., SUNY Buffalo; L.L.M. (1976), New York University

ALAN SCHOENFELD, *Assistant Professor of Biology*, B.S., SUNY Stony Brook; M.S., Albert Einstein College of Medicine of Yeshiva University; Ph.D. (1999), Albert Einstein College of Medicine of Yeshiva University

JANET R. SCHOEPPFLIN, *Associate Professor of Communication Sciences and Disorders*, B.A., Pennsylvania State University; M.A., Temple University; Ph.D. (1997), City University of New York

DIANA SCHWINGE, *Assistant Professor of Curriculum and Instruction*, B.A., Tufts University; M.A., Teachers College, Columbia University; Ph.D. (2003), University of Pennsylvania

ROBERT ALLYN SCOTT, *University President; Professor of Sociology and Anthropology*, B.A., Bucknell University; Ph.D. (1975), Cornell University

YULA CHERPELIS SERPANOS, *Associate Professor of Communication Sciences and Disorders*, B.A., St. John's University; M.S., Ph.D. (1994), Columbia University

TAMARA SEWELL, *Assistant Professor of Curriculum and Instruction*, B.S., University of Maine at Farmington; M.S. (2004), Cumberland University

SHIBIN SHENG, *Assistant Professor of Management, Marketing, and Decision Sciences*, B.S., Ph.D. (2000), Tsinghua University; Ph.D. (2004), Virginia Polytechnic Institute

CHARLES S. SHOPSIS, *Associate Dean of the College of Arts and Sciences, Associate Professor of Chemistry*, B.A., Brooklyn College; M.A., Queens College, City University of New York; Ph.D. (1974), City University of New York

ROBERT SIEGFRIED, *Associate Professor of Mathematics and Computer Science*, A.B., M.S., Columbia University; M.A., Brooklyn College, City University of New York; Ph.D. (1983), University of Minnesota

JOYCE SILBERSTANG, *Assistant Professor of Management, Marketing, and Decision Sciences*, B.A., New York University; M.Phil., The George Washington University; Ph.D. (1999), The George Washington University

MARGARET SILVER, *Assistant Professor of Nursing*, B.S., Adelphi University; M.Ed. (1972), Columbia University

MIKYUNG SIM, *Assistant Professor of Curriculum and Instruction*, B.A., Pusan Woman's University, South Korea; Ed.M., Harvard University; M.A., Columbia University; Ed.D. (2004), Teachers College, Columbia University

CHARLES SIMPSON, *Dean of University Libraries; Professor, University Libraries*, B.M., M.A., University of Denver; M.M. (1976), Northwestern University

MARCIA SINGER, *Senior Adjunct Faculty in Education*, B.A., Northeastern University; M.Ed., M.A., Ed.D. (1979), Columbia University

SHILPI SINHA, *Assistant Professor of Curriculum and Instruction*, B.A., Stony Brook, SUNY; M.A., University of Memphis; M.A., Fordham University; Ph.D. (2006), Teachers College, Columbia University

DARKO SKORIN-KAPOV, *Professor of Management, Marketing, and Decision Sciences*, Bs.C., Ms.C., University of Zagreb; Ph.D. (1989), University of British Columbia

DEBBI SMITH, *Assistant Professor in the University Libraries*, B.S., SUNY Stony Brook; M.A., Columbia University; M.B.A., New York University; M.L.S. (1989), Columbia University

STANLEY SNEGROFF, *Associate Professor of Health Studies, Physical Education and Human Performance Science*, B.S., Long Island University, Brooklyn; M.S., Hunter College, City University of New York; Ed.D. (1974), Columbia University

IN HAN SONG, *Assistant Professor of Social Work*, B.A., Yonsei University, Seoul, Korea; M.S.W. (1995), Washington University

SEBASTIAN SORA, *Associate Professor of Management, Marketing, and Decision Sciences*, B.S., Brooklyn College; M.B.A., Iona College; Ph.D. (1989), Pace University

ADRIENNE SOSIN, *Associate Professor of Curriculum and Instruction*, B.A., SUNY Stony Brook; M.S., Queens College, City University of New York; M.S., Pace University; Ed.D. (1996), Columbia University

CAROLYN SPRINGER, *Assistant Professor of Psychology*, B.A., Barnard College; M.A., Teachers College, Columbia University; M.Phil., Ph.D. (1992), Columbia University

KRYSSI STAIKIDIS, *Associate Professor of Curriculum and Instruction*, B.A., Columbia University; M.F.A., Hunter College, City University of New York; Ed.D. (2004), Columbia University

ARMSTRONG M. STARKEY, *Professor of History*, B.A., Hiram College; M.A., Ph.D. (1968), University of Illinois

JANICE M. STEIL, *Professor of Psychology*, B.A., University of Massachusetts; Ed.M., Boston University; Ph.D. (1979), Columbia University

LEE STEMKOSKI, *Assistant Professor of Mathematics and Computer Science*, B.A., M.A. (2001), Boston University

CHRISTOPHER STORM, *Assistant Professor of Mathematics and Computer Science*, B.A., A.M. (2004), Dartmouth College

HELEN STRITZLER, *Associate Professor of Communications*, B.A., Adelphi University; M.A. (1975), New York University

KARSTEN STRUHL, *Senior Adjunct Faculty in University College*, B.A., M.A., University of Miami; Ph.D. (1968), New York University

ZULEMA E. SUÁREZ, *Associate Professor of Social Work*, B.A., Lehman College, City University of New York; M.S.W., New York University; Ph.D. (1988), University of Chicago

LAWRENCE R. SULLIVAN, *Associate Professor of Political Science*, B.S., University of Missouri; Ph.D. (1976), University of Michigan

SEAN SULLIVAN, *Assistant Professor of Performing Arts*, B.S., SUNY Buffalo; M.F.A. (1996), University of Washington

GITA SURIE, *Assistant Professor of Management, Marketing, and Decision Sciences*, B.A., Calcutta University; M.A., Columbia University; Ph.D. (1996), Wharton School, University of Pennsylvania

CAROL SUSSAL, *Associate Professor of Social Work*, B.S., M.A., M.S.W., D.S.W. (1978), Adelphi University

R. BRUCE SWENSEN, *Associate Professor of Accounting, Finance, and Economics*, B.S., University of Rochester; M.B.A., Ph.D. (1987), New York University

KATE SZYMANSKI, *Associate Professor of Psychology*, M.A., Warsaw University; M.A., Ph.D. (1988), Northeastern University

DANTE TAWFEEQ, *Assistant Professor of Curriculum and Instruction*, B.S., M.Ed., Florida Agricultural and Mechanical University; Ph.D. (2003), Florida State University

PAUL THALER, *Professor of Communications*, B.A., Fairleigh Dickenson University; M.A., Ph.D. (1990), New York University

DEVIN THORNBURG, *Professor of Curriculum and Instruction*, B.S., Tulane University; Ed.M., Harvard University; Ph.D. (1988), New York University

MARIANO TORRAS, *Associate Professor of Accounting, Finance, and Economics*, B.S., New York University; M.A., Fordham University; Ph.D. (2000), University of Massachusetts

REGINA TRACY, *Senior Adjunct Faculty in Social Work*, B.S., Mercy College; M.S.W., D.S.W. (1997), Adelphi University

ARLENE TROLMAN, *Associate Professor of Nursing*, B.S., M.S., Adelphi University; M.Ed., Ed.D. (1984), Columbia University

JOAN VALAS, *Associate Professor of Nursing*, B.S., M.A. (Science), M.A. (Philosophy), Ph.D. (2006), Columbia University

RITA VERMA, *Assistant Professor of Curriculum and Instruction*, B.A., University of Wisconsin, Madison; M.A., University of Michigan, Ann Arbor; Ph.D. (2004), University of Wisconsin, Madison

JOHN VETTER, *Assistant Professor of Anthropology and Sociology*, B.A., University of Michigan; M.A. (1969), New York University

STEPHEN VIRGILIO, *Professor of Health Studies, Physical Education and Human Performance Science*, B.S., University of Tampa; M.A., Adelphi University; Ph.D. (1979), Florida State University

PRIYA WADHERA, *Assistant Professor of Languages and International Studies*, B.A., M.A., Bryn Mawr College; Ph.D. (2005), Columbia University

MICHAEL WAGNER, *Senior Adjunct Faculty in Urban Education*, B.S. (1987), Hunter College, City University of New York; M.A., University of Stockholm

LARAINÉ WALLOWITZ, *Assistant Professor of Curriculum and Instruction*, B.A., University of New Hampshire; M.A., Boston College; Ph.D. (2004), University of Virginia

ANDREA WARD, *Assistant Professor of Biology*, B.S., Wake Forest University; M.S., Ph.D. (2005), University of Massachusetts Amherst

WINSTON WATERS, *Associate Professor of Accounting, Finance, and Economics*, B.A., Syracuse University; J.D. (1981), Seton Hall University

IGOR WEBB, *Professor of English*, B.A., Tufts University; M.A., Stanford University; Ph.D. (1971), Stanford University

BENJAMIN SAMUEL WEEKS, *Professor of Biology*, B.A., Skidmore College; Ph.D. (1988), University of Connecticut

LINDA WEINBERG, *Assistant Professor in the University Libraries*, B.A., Brooklyn College, City University of New York; M.L.S., Queens College, City University of New York; M.A. (1985), Adelphi University

JOEL WEINBERGER, *Professor of Psychology*, B.A., SUNY Stony Brook; M.A., SUNY Brockport; Ph.D. (1983), New School for Social Research

SUSAN WEISSER, *Professor of English*, B.A., Brooklyn College, City University of New York; M.A., Northwestern University; Ph.D. (1987), Columbia University

PETER WEST, *Assistant Professor of English*, B.A., Wesleyan University; Ph.D. (2001), Emory University

JANE WHITE, *Vera E. Bender Professor of Nursing and Associate Dean for Research and Graduate Programs, School of Nursing*, B.S.N., Purdue University; M.S.N., University of Alabama; Ph.D. (1981), The Catholic University of America

JUSTYNA WIDERA, *Assistant Professor of Chemistry*, M.Sc., University of Lodz, Poland; Ph.D. (2000), University of Warsaw, Poland

STANLEY WINDWER, *Professor of Chemistry*, B.S., Brooklyn College, City University of New York; M.S., Stevens Institute; Ph.D. (1960), New York University

JEAN WINTER, *Senior Adjunct Faculty in Nursing*, B.S., C.W. Post College, Long Island University; M.S., Adelphi University; Ed.D. (1988), Columbia University

LORI B. WOLF, *Associate Professor of Curriculum and Instruction*, B.A., SUNY Albany; M.A., Columbia University; Ph.D. (2001), New York University

MONICA YANG, *Assistant Professor of Management, Marketing, and Decision Sciences*, B.A., National Taiwan University; M.A., National Sun Yat-sen University; Ph.D. (2003), University of Illinois

SHIOW-YING YANG, *Assistant Professor of Nursing*, B.S.N., Chinese Culture University; M.S.N., Vanderbilt University; D.N.Sc. (2002), Rush Presbyterian, St. Luke University

SIMON YANG, *Associate Professor of Accounting, Finance, and Economics*, B.S., National Taiwan University; M.S., Yang Ming Medical College; M.B.A., M.S., Ph.D. (1999), University of Houston

WEN YIN, *Assistant Professor of Management, Marketing, and Decision Sciences*, B.A., Peking University; M.S. (Consumer Sciences and Retailing), Purdue University; M.S. (Statistics), Purdue University; Ph.D. (2003), Purdue University

CRISTINA ZACCARINI, *Associate Professor of History*, B.A., Queens College, City University of New York; M.A., Adelphi University; Ph.D. (1999), SUNY Stony Brook

EMILIA P. ZARCO, *Associate Professor of Health Studies, Physical Education and Human Performance Science*, A.B., West Visayas State University; M.Ed., University of the Philippines; M.D. (1971), West Visayas State University

JIANG ZHANG, *Assistant Professor of Management, Marketing, and Decision Sciences*, B.E., Xidian University, China; Ph.D. (2004), Case Western Reserve

BRADLEY ZODIKOFF, *Assistant Professor of Social Work*, B.A., M.S.W., Ph.D. (2005), Columbia University

## Emeriti

### ADMINISTRATOR EMERITI

JOSEPH CRAFA, *M.S.*  
*Dean Emeritus*

### FACULTY EMERITI

DONALD B. ALBERT, *Ph.D.*  
*Professor of Physics*

HAROLD J. ALLEN, *Ph.D.*  
*Professor of Philosophy*

DAVID H. ARBEIT, *Ph.D.*  
*Professor of Business Administration*

HELEN M. ARNOLD, *Ph.D.*  
*Professor of Nursing*

SYLVIA ARON, *M.S.W.*  
*Professor of Social Work*

NORMAN D. ASHCRAFT, *Ph.D.*  
*Professor of Anthropology*

FRED BARBARO, *Ed.D.*  
*Professor of Social Work*

GARY BARRETTE, *Ed.D.*  
*Professor of Physical Education*

GEORGE B. BENNER, *M.A.*  
*Professor of Education*

EDMUND D. BRODIE, JR., *Ph.D.*  
*Professor of Biology*

JACQUES O. BURDICK, *Ph.D.*  
*Professor of Theater*

WILLIAM CANFIELD, *Ed.D.*  
*Professor of Speech Arts*

GRACE CANTONE, *M.A.*  
*Professor of Art*

ALGERNON COOLIDGE CHURCHILL, *Ph.D.*  
*Professor of Biology*

ABRAHAM COHEN, *Ph.D.*  
*Professor of Psychology*

ROSALIE F. D'AMELIO, *Ed.D.*  
*Professor of Nursing*

HARRY C. DAVIES, *M.A.*  
*Professor of Art*

ERICA DOCTOROW, *M.L.S.*  
*Professor; Fine Arts Librarian*

ALLEN DON, *Ph.D.*  
*Professor of Administrative Sciences*

GERALD EDWARDS, *Ed.D.*  
*Professor of Health Studies*

RITA EDWARDS, *M.L.S.*  
*Professor of Library Science*

PETER PAUL FARLEY, *Ph.D.*  
*Professor of English*

HONORA K. FARRELL, *M.A.*  
*Professor of Nursing*

MARTIN N. FISHER, *Ph.D.*  
*Professor of Psychology*

GUNTHER R. GEISS, *Ph.D.*  
*Professor of Business*

RICHARD GENBERG, *Ph.D.*  
*Professor of Physics*

SALLY E. GOCHENAUR, *Ph.D.*  
*Professor of Biology*

RUTH F. GOLD, *Ed.D.*  
*Professor of Education*

DAVID S. GORFEIN, *Ph.D.*  
*Professor of Psychology*

JEAN GRAUBERT, *Ph.D.*  
*Professor of Psychology*

MARTIN GREENE, *D.S.W.*  
*Professor of Social Work*

RAMON S. GRILLO, *Ph.D.*  
*Professor of Biology*

LAWRENCE GROSSMAN, *D.S.W.*  
*Professor of Social Work*

HELEN M. HACKER, *Ph.D.*  
*Professor of Sociology*

DOROTHEA R. HAYES, *Ed.D.*  
*Professor of Nursing*

THOMAS HEFFERNAN, *Ph.D.*  
*Professor of English*

CECIL ST. GEORGE HENRY, *Ed.D.*  
*Professor of Social Work*

MORGAN Y. HIMELSTEIN, *Ph.D.*  
*Professor of English*

SALLY L. HOBSON, *Ph.D.*  
*Professor of Psychology*

JONATHAN P. E. HODGSON, *Ph.D.*  
*Professor of Mathematics*

SHEILA K. HOLLANDER, *Ph.D.*  
*Professor of Education*

MONICA M. HOMER, *Ed.D.*  
*Professor of Health Studies*

GIDEON HOROWITZ, *Ph.D.*  
*Professor of Social Work*

JACQUELINE ROSE HOTT, *Ph.D.*  
*Professor of Nursing*

WARREN P. JENNERJAHN, *M.A.*  
*Professor of Art*

ROBERT N. JOHNSON, *Ph.D.*  
*Professor of Political Studies*

BARBARA JOYCE, *Ph.D.*  
*Professor of Nursing*

BERT KAPLAN, *Ed.D.*  
*Professor of Social Work*

LENARD B. KATES, *D.S.W.*  
*Professor of Social Work*

ANNE R. KING, *Ph.D.*  
*Professor of English*

MARLYN McGARY KLEE, *Ph.D.*  
*Professor of Political Science*

YVONNE KORSHAK, *Ph.D.*  
*Professor of Art*

BARBARA A. KOS-MUNSON, *Ph.D.*  
*Professor of Nursing*

HERBERT C. KRANZER, *Ph.D.*  
*Professor of Mathematics*

RAYLAH KREVERE, *Ph.D.*  
*Professor of Education*

NEALE KURLANDER, *J.D.*  
*Professor of Business*

HERBERT KURSS, *Ph.D.*  
*Professor of Mathematics*

EDITH KURZWEIL, *Ph.D.*  
*University Professor*

RICHARD J. LACEY, *Ph.D.*  
*Professor of Biology*

GERTRUDE LANGSAM, *Ed.D.*  
*Professor of Education*

BEVERLY LAWN, *Ph.D.*  
*Professor of English*

ANTHONY M. LEMOS, *Ph.D.*  
*Professor of Physics*

MEHAHEM LESS, *Ph.D.*  
*Professor of Physical Education*

RISHA W. LEVINSON, *D.S.W.*  
*Professor of Social Work*

RICHARD LUND, *Ph.D.*  
*Professor of Biology*

ABRAHAM LURIE, *Ph.D.*  
*Professor of Social Work*

GAIL B. MALLOY, *Ph.D.*  
*Professor of Nursing*

CLARK S. MARLOR, *Ed.D.*  
*Professor of Speech Arts*

RACHEL R. MATHER, *D.A.*  
*Professor of Business*

NEIL MILLER, *Ph.D.*  
*Professor of Spanish and Portuguese*

SUNG MOON, *Ph.D.*  
*Professor of Chemistry*

TERRY MORRONE, *Ph.D.*  
*Professor of Physics*

ANNETTE B. NATOW, *Ph.D.*  
*Professor of Nursing*

LARRY NEWLAND, *M.M.*  
*Professor of Music*

NANCY NOEL, *Ed.D.*  
*Professor of Nursing*

SANDRA JEANNE K. OESTREICH, *M.S.A.*  
*Professor of Nursing*

RICHARD OLSEN, *Ph.D.*  
*Professor of Philosophy*

DONALD T. OPALECKY, *Ph.D.*  
*Professor of Chemistry*

IRENE S. PAGEL, *Ed.D.*  
*Professor of Nursing*

CATHERINE P. PAPELL, *D.S.W.*  
*Professor of Social Work*

ELAINE PASQUALI, *Ph.D.*  
*Professor of Nursing*

ROBERT G. PAYTON, *Ph.D.*  
*Professor of Mathematics*

PAUL PITCOFF, *M.F.A.*  
*Professor of Communications*

LEONARD PRICE, *M.A.*  
*Professor of Communications*

ELAYNE A. RAPPING, *Ph.D.*  
*Professor of Communications*

SIDNEY M. ROBBINS, *Ph.D.*  
*Professor of Financial Institutions*

KIRA ROBINSON, *M.S.*  
*Professor of Languages*

JUNE ROTHBERG, *Ph.D.*  
*Professor of Nursing*

JOSEPH RUOCCO, *Ph.D.*  
*Professor of Business*

ALAN SADOVNIK, *Ph.D.*  
*Professor of Education*

J. M. SANCHEZ, *Ph.D., J.D.*  
*Professor of Political Science*

MURRAY SEITMAN, *M.B.A.*  
*Professor of Accounting*

WARREN L. SELEKMAN, *Ph.D.*  
*Professor of Psychology*

J. LEE SHNEIDMAN, *Ph.D.*  
*Professor of History*

PHILIP SILVERMAN, *M.B.A.*  
*Professor of Accounting*

LOUISE SKOLNIK, *D.S.W.*  
*Professor of Social Work*

JOSETTE SMETANA, *Ph.D.*  
*Professor of French*

DONALD L. SMITH, *Ed.D.*  
*Professor of Education*

RUBIN STARER, *M.S.*  
*Professor of Social Work*

WILLIAM J. STEINMETZ, *Ph.D.*  
*Professor of Mathematics*

SHELDON STOFF, *Ed.D.*  
*Professor of Education*

GEORGE STRICKER, *Ph.D.*  
*Professor of Psychology*

VIRGINIA TERRIS, *Ph.D.*  
*Professor of English*

ELLENMORRIS TIEGERMAN, *Ph.D.*  
*Professor of Psychology*

MARIE LOUISE VAZQUEZ, *M.A.*  
*Professor of Languages and International Studies*

RICHARD VAUX, *M.F.A.*  
*Professor of Art*

NARAYAN VISWANATHAN, *D.S.W.*  
*Professor of Social Work*

NORMAN A. WALKER  
*Professor of Dance*

MERYL J. WALL, *Ph.D.*  
*Professor of Communication Sciences  
and Disorders*

HARVEY WEISS

*Professor of Art and Art History*

JANICE WOOD WETZEL, *Ph.D.*

*Professor of Social Work*

ROBERTA WIENER, *Ed.D.*

*Professor of Education*

HUGH A. WILSON, *D.S.W.*

*Professor of Political Science*

W. CODY WILSON, *Ph.D.*

*Professor of Social Work*

M. ELAINE WITTMANN, *Ed.D.*

*Professor of Nursing*

CARYLE G. WOLAHAN, *Ed.D.*

*Professor of Nursing*

DONALD A. WOLF, *Ph.D.*

*Professor of English*

PIERRE C. WOOG, *Ph.D.*

*Professor of Human Service Studies*

MICHAEL YANOWITCH, *Ph.D.*

*Professor of Mathematics*

ROCHELLE ZIDE-BOOTH

*Professor of Performing Arts*

## Recent Honorary Degree Recipients

### COMMENCEMENT, MAY 1994

RUTH NITA BARROW, *G.C.M.G., D.A.*

*Doctor of Laws*

ROBERT CONQUEST

*Doctor of Humane Letters*

JOHN GROSS

*Doctor of Humane Letters*

GEORGE N. HATSOPOULOS

*Doctor of Science*

C. JOHN HERINGTON

*Doctor of Humane Letters*

STAVROS XARHAKOS

*Doctor of Fine Arts*

### COMMENCEMENT, MAY 1995

DIMITRIS L. AVRAMOPOULOS

*Doctor of Laws*

WILLIAM F. BUCKLEY, JR.

*Doctor of Humane Letters*

KENNETH I. CHENAULT

*Doctor of Humane Letters*

STANLEY CROUCH

*Doctor of Humane Letters*

GERALD M. EDELMAN

*Doctor of Science*

JOSEPH N. FRANK

*Doctor of Humane Letters*

ANN M. FUDGE

*Doctor of Humane Letters*

DANIEL EDWARD KOSHLAND, JR.

*Doctor of Science*

PEGGY NOONAN  
*Doctor of Humane Letters*

MELVIN SCHWARTZ  
*Doctor of Science*

ROGER SCRUTON  
*Doctor of Humane Letters*

**COMMENCEMENT, MAY 1996**

JOHN KAPIOLTAS  
*Doctor of Humane Letters*

BYRON LEWIS  
*Doctor of Humane Letters*

CONOR CRUISE O'BRIEN  
*Doctor of Humane Letters*

NORMAN PODHORETZ  
*Doctor of Humane Letters*

SYLVIA RHONE  
*Doctor of Humane Letters*

JOHN SIMON  
*Doctor of Humane Letters*

**COMMENCEMENT, MAY 1997**

JONATHAN KOZOL  
*Doctor of Humane Letters*

JONATHAN LARSON  
*Doctor of Fine Arts*

MATHEW M. MANDERY  
*Doctor of Science*

CAROLYN McCARTHY  
*Doctor of Laws*

MEL PENDER  
*Doctor of Humane Letters*

LOUIS SIMPSON  
*Doctor of Fine Arts*

**COMMENCEMENT, MAY 1998**

THOMAS J. DONOHUE  
*Doctor of Humane Letters*

GEOFFREY HOLDER  
*Doctor of Fine Arts*

JOSEPH CHARLES (X. J.) KENNEDY  
*Doctor of Fine Arts*

JAMES A. (DOLPH) NORTON  
*Doctor of Humane Letters*

DOROTHY RICHARDSON  
*Doctor of Humane Letters*

**COMMENCEMENT, MAY 1999**

ROBERT B. CATELL  
*Doctor of Humane Letters*

GERARD G. LEEDS  
*Doctor of Science*

H. CARL McCALL  
*Doctor of Humane Letters*

**COMMENCEMENT, MAY 2000**

BOB BEAMON  
*Doctor of Humane Letters*

BUNNY HOEST  
*Doctor of Humane Letters*

STEVEN L. ISENBERG  
*Doctor of Humane Letters*

CHARLES E. SCHUMER  
*Doctor of Humane Letters*

JOHN WREN  
*Doctor of Humane Letters*

**COMMENCEMENT, MAY 2001**

RICHARD BARTON  
*Doctor of Humane Letters*

HORACE HAGEDORN  
*Doctor of Humane Letters*

HIS EXCELLENCE JAN KAVAN  
*Doctor of Humane Letters*

**COMMENCEMENT, MAY 2002**

ALICE HOFFMAN  
*Doctor of Humane Letters*

HORACE G. McDONELL, JR.  
*Doctor of Laws*

BETTY JANE ("B. J.") SCHEIHING  
*Doctor of Laws*

**COMMENCEMENT, MAY 2003**

DONALD EVERETT AXINN  
*Doctor of Humane Letters*

CARMEN de LAVALLADE  
*Doctor of Arts*

ELIOT SPITZER  
*Doctor of Laws*

**COMMENCEMENT, MAY 2004**

HOWARD DODSON  
*Doctor of Humane Letters*

CHIEF JUDGE JUDITH S. KAYE  
*Doctor of Laws*

THOMAS DIXON LOVELY  
*Doctor of Laws*

**COMMENCEMENT, MAY 2005**

AMELIA HAGEDORN  
*Doctor of Humane Letters*

ROBERT B. WILLUMSTAD  
*Doctor of Laws*

**COMMENCEMENT, MAY 2006**

SENATOR HILLARY RODHAM CLINTON  
*Doctor of Laws*

LILO J. LEEDS  
*Doctor of Humane Letters*

BRIAN D. McAULEY  
*Doctor of Laws*

**COMMENCEMENT, MAY 2007**

CONGRESSMAN JOHN LEWIS  
*Doctor of Laws*

JUDITH SUE BORTEN  
*Doctor of Humane Letters*

WILLIAM H. BORTEN  
*Doctor of Humane Letters*

CECIL K. WATKINS  
*Doctor of Laws*

DONNA ORENDER  
*Doctor of Laws*

## Board of Trustees

### OFFICERS

MICHAEL J. CAMPBELL '65, *Chairman*

LEON M. POLLACK '63, *Vice Chair*

JOHN J. GUTLEBER '68, M.B.A. '70, *Secretary*

ROBERT A. SCOTT, *President*

STEVEN N. FISCHER, *Chairman Emeritus*

STEVEN L. ISENBERG '00 (Hon.), *Chairman Emeritus*

### MEMBERS

CAROL A. AMMON M.B.A. '79

KENNETH R. BANKS '74

JOHN C. BIERWIRTH

RICHARD C. CAHN

ROBERT G. DARLING '81

MICHAEL J. DRISCOLL M.B.A. '89

ROBERT W. GARY '61

JOAN S. GIRGUS

DOUGLAS J. GREEN '67

JEFFREY R. GREENE

JOSEPH A. GREGORI '77

PALMINA R. GRELLA M.B.A. '73

N. GERRY HOUSE

MICHAEL LAZARUS '67

KATHERINE LITTLEFIELD

GERALD F. MAHONEY '65

KENNETH ANDERSON McCLANE, JR.

THOMAS F. MOTAMED '71

LINDSEY NEDERLANDER '02, Ph.D. '06

MS. MARJORIE WEINBERG-BERMAN  
M.S. '61

JOSEPH W. WESTPHAL '70

ROBERT B. WILLUMSTAD '05 (Hon.)

BARRY T. ZEMAN

---

## Officers of Administration

ROBERT ALLYN SCOTT, *President*

MARCIA G. WELSH, *Senior Vice President for  
Academic Affairs and Provost*

TIMOTHY P. BURTON, *Vice President for  
Finance and Treasurer*

LORI DUGGAN GOLD, *Vice President for  
Communications*

ANGELO B. PROTO, *Vice President for  
Administration and Student Services*

CHRISTIAN P. VAUPEL, *Vice President for  
University Advancement*

PATRICK COONAN, *Dean  
School of Nursing*

RONALD S. FEINGOLD, *Dean  
Ruth S. Ammon School of Education*

RICHARD K. GARNER, *Dean  
Honors College*

GAYLE D. INSLER, *Dean  
College of Arts and Sciences*

ANTHONY F. LIBERTELLA, *Dean  
School of Business*

JEAN LAU CHIN, *Dean  
Gordon F. Derner Institute of Advanced  
Psychological Studies*

ANDREW W. SAFYER, *Dean  
School of Social Work*

CHARLES W. SIMPSON, *Dean  
University Libraries*



# Index

- Academic advising, 314
- Academic calendar, 5–8, 312
- Academic Competitiveness Grant, 304
- Academic deadlines, 312
- Academic dismissal
- General Studies program, 89
  - policies, 325
  - School of Business, 175
  - University College, 235
- Academic forgiveness, 328
- Academic integrity, 311
- Academic minors, 19
- Academic probation
- General Studies students, 89–90
  - policies, 324–325
  - University College, 235
- Academic regulations. *See also* Rules and regulations;
- Waiver of academic regulations
  - General Studies students, 89–90
  - maintaining financial assistance, 296
  - University College, 235–236
- Academic Services and Retention, Office of, 13, 268
- Academic Standards Committee, 31
- Academic standing, 323–324
- Academic support
- Academic Services and Retention, Office of, 268
  - Career Development, Center for, 274
  - childcare services, 274
  - ELS Language Centers, 274
  - Information Technology and Resources, Office of, 270–273
  - Learning Center, 268–269
  - Learning Disabilities Program, 274
  - libraries, 269–270
  - The Writing Center, 269
- Accounting. *See also* School of Business
- B.B.A. program, 168–169
  - honor society, 175
- ACT. *See* American College Testing Program
- Acting program
- course descriptions, 133–135
  - degree requirements, 75–77
- Adding courses, 318
- Adelphi Academy, 11
- Adelphi College, 11
- Adelphi Library Catalog Online, 269
- Adelphi University
- educational approach, 10
  - guest speakers, 16
  - history of, 11–12
  - locational map, 375
  - telephone numbers, 3
  - Web site, 3
- Adelphi University Financial Grant, 296
- Adelphi's New Social Welfare Education Routes program, 225–226
- Administration, Officers of, 357
- Admissions
- advanced placement, 279
  - credentials for, 277
  - early, 278–279
  - entrance examinations, 277
  - freshman decision policy, 279
  - general conditions, 276–277
  - Honors College, 285
  - international students, 278
  - joint degree/Early Assurance Programs, 247–249, 251–254, 256, 280–283
  - Learning Disabilities Program, 283–284
  - to off-campus centers, 277
  - procedures, 276
  - provisional, 288
  - reply date, 279
  - School of Business, 285
  - School of Nursing, 286
  - STEP program, 188
  - student status designation, 279–280
  - transfer students, 277–278, 285–287
  - undergraduate, 276
  - University College, 287–288
  - veterans, 278
  - visiting the campus, 276
- Adolescence education, 190–191. *See also* Scholars Teachers Education Program
- Advanced Certificate
- post-bachelor's basic sciences for health professions, 235
- Advanced Placement
- admissions, 279
  - credit, 316
- Advanced Standing
- Biology, 44
  - B.S.W.-M.S.W. Program, School of Social Work, 225
  - transfer of credits, 278
- Advisement
- academic, 314
  - Art and Art History, 38
  - pre-law, 242
  - pre-professional, 242
  - School of Business, 174
- African American and Ethnic Studies, Center for
- course descriptions, 91–92
  - minor, 34–35
  - program description, 34
- Age of majority, 310
- Aid for Part-Time Study, 305
- Aid to Native Americans, 305
- Aimee Ornstein Memorial Library, 269
- Albany Internship, 85
- Alcohol counseling, 265
- ALICAT, 269
- Alice Brown Early Learning Center, 274

- Allied health, 195
- Alternative loans, 305–306
- Alumni Award, 297
- American College Testing Program, 247, 276, 277
- Ammon School of Education
- acceptance into graduate courses, 320
  - adolescent education, 190–191
  - art education, 40, 192
  - childhood education, 188–190
  - combined bachelor's and master's degree, 188–191
  - communication sciences and disorders, 197–199
  - course descriptions, 200–208
  - Curriculum and Instruction, Department of, 187–188
  - departments, 184–185
  - dual certification, health and physical education, 196
  - earth sciences, 59
  - exercise science, 195
  - graduate courses, 186
  - health studies, 193–196
  - human performance sciences, 193–196
  - independent study, 186
  - joint degree program, physical therapy, 195
  - Learning Disabilities Program, 274
  - New York State teacher certification requirements, 185–186
  - overview, 14
  - philosophy, 184–185
  - physical education, 193–196
  - professional certification, physical education, K–12, 194–195
  - programs of study, 188
  - regional labor market, 186
  - Scholars Teachers Education Program, 188–191
  - sports management, 195
  - supervised clinical experience, 185
  - waiver of academic regulations, 186
- AMS, 291
- ANSWER program, 225–226, 287
- Anthropology
- course descriptions, 93–95
  - degree requirements, 36–37
  - forensic anthropology, 37
  - minor, 37
- APIEL, 277
- Appeals
- financial assistance, 307
- Application
- admission procedure, 276
  - fee, 277, 287
  - financial assistance, 295–296
  - financial assistance deadlines, 296
  - supervised clinical experience, School of Education, 185
- Archives and Special Collections, 269–270
- Art and Art History
- Adelphi in Florence, 41
  - advisement, 38
  - art education, 40
  - art history, 40–41
    - concentrations, 39–41
    - course descriptions, 96–100
    - degree requirements, 39–41
    - Fine Arts and Facilities Building, 38
    - foundation requirements, 39
    - general education requirements, 39
    - graphic design, 40
    - honors, 41
    - minors, 41
    - portfolio requirements, 38
    - studio arts, 38, 39
    - summer workshop program, 41
    - talent scholarships, 39
- Art education
- concentration in, 40
  - course descriptions, 200
  - degree requirements, 192
- Art history
- concentration in, 40–41
  - course descriptions, 99–100
  - Honors Thesis option, 41
- Arts and Sciences. *See* College of Arts and Sciences
- Asian studies, 67
- Assessment of Teaching Skill-Written, 196
- Associate degrees, 311
- Liberal Arts, 232–233
- Associate of Arts (A.A.), 17
- Athletics, intercollegiate
- General Studies program requirements, 90
  - program description, 263
- ATS-W exam, 196
- Attendance requirements, 311
- Auditing courses, 319
- AUTV, 263
- Awards
- Department of Communications, 50
- Baccalaureate degrees. *See also* Bachelor-Master's programs
- degrees offered, 17–18
  - rules and regulations, 311
- Bachelor-Master's programs
- biology, 44
  - B.S.W.-M.S.W. Advanced Standing Program, 225
  - degrees, 18
  - STEP Program, 188–191
- Bachelor of Arts (B.A.), 17
- Bachelor of Arts (B.A.)/Master of Arts (M.A.), 18
- Bachelor of Business Administration (B.B.A.), 17
- Bachelor of Fine Arts (B.F.A.), 17
- Bachelor of Science (B.S.), 17–18
- Bachelor of Science (B.S.)/Master of Arts (M.A.), 18
- Bachelor of Science (B.S.)/Master of Science (M.S.), 18
- Bachelor of Science in Education (B.S.Ed.), 18
- Bachelor of Social Work (B.S.W.), 18
- Bilingual extension certification, 199

- Biochemistry, 47. *See also* Chemistry
- Biology  
 Advanced Standing, 44  
 course descriptions, 101–104  
 degree requirements, 42–44  
 Dental Preceptorship Program, 45  
 five-year bachelor-master's program, 44  
 honors, 44  
 joint degree/Early Assurance Programs, 45  
 minor, 44  
 premedical preparation and counseling, 45  
 program description, 41–42  
 transfer students, 44
- Board of Trustees, 356
- B.S.W.-M.S.W. Advanced Standing Program  
 School of Social Work, 225
- Budgets, student, 307
- Business. *See also* School of Business  
 Bachelor of Science requirements, 234  
 certificate programs, 234–235  
 course descriptions, 237  
 health care management, 234  
 non-baccalaureate in pre-health profession, 234–235  
 post-baccalaureate in pre-health profession, 234–235
- Calendar, academic, 5–8, 312
- Campus life, 16. *See also* Student life
- Campus Security Act, 280
- Candidates' reply date, 279
- Capstone courses, 237
- Career Development, Center for, 274
- CCNE. *See* Commission on Collegiate Nursing Education
- CEEB. *See* College Entrance Examination Board
- Center for African American and Ethnic Studies, 34
- Center for Communication, Inc., 50
- Center for Communication Disorders, 197–198
- Center for Psychological Services, 15, 265
- Center for Student Involvement, 262, 263
- Center for the Study of Humans in Tropical Environments,  
 59
- Certificate programs  
 Health Care Management, 234  
 post-baccalaureate in pre-health profession, 234–235
- Certification. *See* Ammon School of Education
- Change of major  
 procedures, 315  
 School of Business, 174
- Chemistry  
 biochemistry, 47  
 course descriptions, 105–106  
 degree requirements, 46–47  
 joint degree/Early Assurance Programs, 48  
 minor, 47–48
- Childcare services, 274
- Childhood Education, 188–190. *See also* Scholars Teachers  
 Education Program
- Chinese  
 course descriptions, 122  
 C.L.A.S.S., 271–273  
 Class standing, 323  
 Clinical experience, supervised, 185  
 Clubs and organizations. *See* Honor societies; specific  
 organizations by name and type
- Cocurricular activities  
 General Studies program requirements, 90  
 Honors College cultural program, 160  
 student involvement, 262
- Code of conduct, 310–311
- College Entrance Examination Board, 276, 277, 279
- College of Arts and Sciences  
 acceptance into graduate courses, 319–320  
 course descriptions, 91–148  
 degree requirements, 31  
 Early Assurance Programs, 32  
 independent study, 31  
 interdisciplinary major, 31  
 joint degree/Early Assurance Programs, 32  
 majors, 31  
 minors, 31  
 overview, 13  
 philosophy of, 30–31  
 pre-professional preparation, 31  
 programs of study, 33  
 second majors, 31  
 special programs, 33  
 waiver of academic regulation, 31
- Colleges of the University, 13–14. *See also* specific colleges
- Columbia University  
 joint degree/Early Assurance Programs, 32, 45, 48, 59,  
 72, 81, 248–251, 281–282
- Combined plan programs  
 engineering, 82, 248–251, 281–282
- Commission on Collegiate Nursing Education, 14
- Communication sciences and disorders  
 bilingual extension certification, 199  
 course descriptions, 206–208  
 degree requirements, 198–199  
 grade requirements, 197  
 Hy Weinberg Center for Communication Disorders,  
 197–198  
 program description, 197  
 TSSLD certification, 199
- Communications. *See also* English  
 awards and honors, 50  
 Center for Communication, Inc., 50  
 concentrations, 49–50  
 course descriptions, 107–109  
 degree requirements, 49–50  
 journalism, 50  
 media studies, 49  
 minor, 50  
 moving image arts, 49  
 professional internships, 50

- program description, 48–49
  - talent scholarships, 49
- Commuter Lounge, 271
- Commuter Student Affairs, Office of, 263
- Computer and management information systems, 70–71
- Computer labs, 270
- Computer science. *See also* Mathematics
  - computer and management information systems, 70–71
  - course descriptions, 128–130
  - degree requirements, 70
  - honors, 71
  - minor, 71
- Concert attendance, music majors, 73
- Concurrent registration, 313
- Concurrent students
  - early admission and, 279
- Conferring of degrees, 327
- Content Specialty Test, 185
- Council on Social Work Education, 15, 287
- Counseling. *See also* Academic advising
  - for General Studies students, 89
  - premedical, 45
- Counseling services, 264–265
- Course descriptions. *See* specific departments and schools
- Course Listing, Advising, and Student Services, 271–273
- Course load
  - General Studies program, 90
- Courses
  - adding, 318
  - auditing, 319
  - descriptions, 318
  - dropping, 318
  - policies and practices, 318–319
  - prefixes and numbering system, 318
  - withdrawing from, 318–319
- Creative writing, 54–55
- “Creativity in Film and Video Award,” 50
- Credits
  - for Advanced Placement, 316
  - College of Arts and Sciences requirements, 31
  - for courses taken, 316
  - credit hours, 316
  - General Education requirements, 26
  - physical education skills, 315
  - from professional schools, 316
  - standard number of, 316
  - transfer, 213, 316–317
- Criminal Justice
  - core requirements, 87
  - course descriptions, 237–238
  - degree requirements, 233–234
  - police science requirements, 88
  - social science requirements, 87–88
- Cross-Cultural Enrichment, Center for, 263–264
- CST exam, 185
- Cultural activities, 16, 260, 262
- Cultural awareness groups, 262
- Cultural Events Committee, 260
- Cultural Events Program, 262
- Cultural program, cocurricular
  - Honors College, 160
- Curricula, undergraduate, 17–18. *See also* specific degree, school, or program
- Curriculum and Instruction, Department of
  - philosophy, 187–188
  - programs of study, 188
- Dance
  - course descriptions, 110
  - courses open to nonmajors, 52
  - degree requirements, 51
  - honors, 51
  - minor, 51
  - program description, 51–52
  - talent scholarships, 51
- DAT. *See* Dental Aptitude Test
- Deadlines
  - academic, 312
  - financial assistance application, 296
- Dean’s List
  - requirements for, 323–324
  - School of Business, 175
  - University College, 236
- Declaration of major, 314
- Deferred payment plan, 291
- Degree audit
  - School of Business, 174
- Degree requirements. *See* specific colleges and schools
- Degrees. *See also* specific departments and schools
  - conferring of, 327
  - undergraduate, 17–18
- Delphian*, 262
- Delta Mu Delta, 175
- Dental Aptitude Test, 244, 247, 248, 281
- Dentistry
  - Dental Preceptorship Program, 45
  - joint degree/Early Assurance Programs, 32, 45, 48, 247–248
- Departments
  - numeric codes, 23–24
- Derner Institute of Advanced Psychological Studies
  - acceptance into graduate courses, 320
  - concentrations, 152
  - course descriptions, 153–156
  - credits for physical education skills courses, 152
  - degree requirements, 151–152
  - honors, 152
  - independent study, 152
  - minor, 152
  - overview, 13
  - program description, 150–151
- Design/technical theater program
  - course descriptions, 135–136

- degree requirements, 76–78
  - program description, 75
- Diplomas, 327
- Directions to campuses, 374, 377–378
- Directory of Classes*, 25, 26
- Disability. *See* Students with disabilities
- Disability Support Services, Office of, 260–261
- Dismissal. *See* Academic dismissal
- Distribution Course Requirement, 26
- Double majors, 315
- Dropping courses, 318
- Drug counseling, 265
- Dual certification
  - health and physical education, 196
- Eagle Scout Award, 297
- Earle Hall, Honors College, 161
- Early admission, 278–279
- Early Assurance Programs. *See* Joint degree/Early Assurance Programs
- Early Learning Center, 274
- Earth Resources Engineering, 251
- Earth Sciences
  - environmental studies, 59
- eCampus, 271–273
- Economics. *See also* School of Business
  - B.A. program, 172–173
  - minor, 173
- Education. *See* Ammon School of Education
- Educational Testing Service, 316
- ELS Language Center, 274
- Email
  - School of Nursing requirements, 214
- Emergency Management Program
- environmental studies, 59
- Emeriti, 349–353
- Endowment scholarships, 297–303
- Engineering
  - combined plan programs, 82, 248–251, 281–282
  - joint degree/Early Assurance Programs, 32, 45, 48, 72, 81, 248–251
  - M.S. program in Earth Resources Engineering, 251
  - pre-engineering preparation, 246
  - pre-engineering program physics requirements, 81
- English
  - Adelphi in Florence, 41
  - course descriptions, 111–115
  - creative writing track, 54–55
  - degree requirements, 53–55
  - honors, 55
  - literature track, 53
  - minor, 55
  - program description, 52
- English as a second language, 274
  - course descriptions, 122
- English Composition, 25
- Ensemble performance, 73, 132
- Entrance examinations, 277
- Environmental studies
  - course descriptions, 115–118
  - curricular options, 59
  - degree requirements, 56–58
  - earth sciences, 59
  - Emergency Management Program, 59
  - forensic anthropology, 58
  - honors, 59
  - joint degree/Early Assurance Programs, 32, 45, 59, 250–251, 282
  - minor, 58
  - STEP students, 59
  - transfer students, 59
- Eta Chi Alpha, 175
- Ethnic studies. *See* African American and Ethnic Studies, Center for; Latin American Studies
- Examinations
  - entrance, 277
  - final, 320–321
- Exercise science, 195
- Expenses. *See also* Tuition and fees
  - School of Nursing, 213
- Explorer Award, 297
- Faculty, 330–353
  - emeriti, 349–353
- FAF Building. *See* Fine Arts and Facilities Building
- FAFSA. *See* Free Application for Federal Student Aid
- Family Education and Privacy Act, 313
- Federal financial assistance programs, 303–304
- Federal Nursing Loan, 304
- Federal Pell Grant, 303
- Federal Perkins Loan, 304
- Federal Stafford Loan, 304
- Federal Supplemental Educational Opportunity Grant, 303
- Federal Work Study Program, 304
- Fees and charges. *See* Tuition and fees; specific fees
- Field instruction
  - School of Social Work, 225, 226
- Final examinations, 320–321
- Finance. *See also* School of Business
  - B.S. program, 171–172
  - specialization, 171
- Financial assistance
  - academic requirements to maintain assistance, 296
  - academic scholarships, 296
  - Adelphi University Financial Grant, 296
  - Adelphi University Transfer Merit Award, 297
  - alternative loans, 305–306
  - appeals, 307
  - application deadlines, 296

- application procedures, 295–296
- endowments, 297–303
- federal programs, 303–304
- institutional programs, 296–297
- international students, 306
- New York State programs, 305–306
- nondegree students, 306
- Opportunity Program, 265–266
- policies, 307
- responsibilities of recipients, 295
- scholarships, 297–303
- Scout awards, 297
- student budgets, 307
- study abroad programs, 306
- talent awards, 296
- Fine arts
  - degree requirements, 233
- Fine Arts and Facilities Building, 38
- First Year Orientation Experience, 25, 27
- First Year Seminar, 25, 27
- Fitness Center, 263
- Florence, Italy
  - summer session in art history and English, 41
- Foreign language. *See* Languages; specific languages
- Foreign students. *See* International students
- Forensic anthropology, 37, 58
- Form I-151 (Green Card), 306
- Fraternities
  - General Studies program requirements, 90
- Free Application for Federal Student Aid, 295, 296
- French
  - course descriptions, 122–123
  - degree requirements, 64–65
- Freshman decision policy, 279
- FSEOG. *See* Federal Supplemental Educational Opportunity Grant
- FWS. *See* Federal Work Study Program
- Garden City campus
  - campus map, 376
  - directions to, 374
- GED. *See* General Equivalency Diplomas
- Gender Studies
  - program description, 60
- General Education program
  - courses of instruction, 27
  - Distribution Course Requirement, 26
  - English Composition, 25
  - First Year Orientation Experience, 25, 27
  - First Year Seminar, 25, 27
  - Honors College, 159
  - program of study, 25–26
  - requirement, 26
  - transfer policy, 26, 317–318
- General Equivalency Diplomas, 277
- General Studies program
  - academic regulations, 89–90
  - course descriptions, 147–148
  - course of study, 89
  - curriculum, 89
  - tutors and counselors, 89
- German
  - course descriptions, 123
- Girl Scout Gold Award, 297
- Good academic standing, 324
- Gordon F. Derner Institute of Advanced Psychological Studies. *See* Derner Institute of Advanced Psychological Studies
- GPA. *See* Grade-point average
- Grade-point average. *See also* Honors
  - academic standing requirements, 324
  - Business Bachelor of Science, 234
  - communication disorders major, 197
  - computing, 322
  - General Studies program, 89
  - graduation requirements, 326
  - Honors College requirements, 285
  - joint degree program/Early Assurance Programs, 248, 252–253, 255, 280
  - student teaching requirement, 185
  - University College, 234, 235
- Grades
  - grade changes, 323
  - grading system, 321–323
  - incompletes, 90, 236
  - pass/fail option, 90, 236
  - policies, 321
  - significance of, 322
  - transcript designations, 321
- Graduate courses, 186, 319–320
- Graduate students
  - admissions, 279
- Graduation
  - conferring of degrees, 327
  - diplomas, 327
  - grade-point average requirement, 326
  - honors, 327–328
  - late filing fee, 291
  - rates, 280
  - reapplication fee, 291
  - requirements, 17
  - residence requirements, 327
  - University College, 236
- Grants
  - Academic Competitiveness Grant, 304
  - Adelphi University Financial Grant, 296
  - Federal Supplemental Educational Opportunity Grant, 303
  - National Science and Mathematics Access to Retain Talent Grant, 304
  - Opportunity Grant, 265
- Graphic design
  - concentration in, 40

- course descriptions, 97
- Greek-letter organizations. *See* Fraternities; Sororities
- Green Card (Form I-151), 306
- Guest speakers, 16, 260
  
- Handicapped students. *See* Students with disabilities
- Harley University Center. *See* University Center
- Hauppauge Education and Conference Center
  - directions to, 377
  - library, 269–270
  - overview, 15–16
  - undergraduate programs of study, 18
- Health Care Management
  - certificate program, 234
  - course descriptions, 238
- Health regulations
  - immunization requirements, 277
  - School of Nursing, 213
- Health Services Center, 266
- Health studies
  - course descriptions, 203–204
  - dual certification, health and physical education, 196
  - minors, 196
  - post-baccalaureate in pre-health profession, 234–235
  - post-bachelor's Basic Sciences for Health Professions, 235, 245
  - program description, 193–194
- History
  - course descriptions, 118–121
  - degree requirements, 61–62
  - honor society, 62
  - honors, 62
  - international studies, 66
  - minor, 62
- Honor Code, 310
- Honor societies
  - Phi Alpha Theta (History), 62
  - Pi Sigma Alpha (Political Science), 85
  - Sigma Theta Tau International, Inc. (Nursing), 214–215
- Honorary degree recipients, 353–355
- Honors
  - art, 41
  - art history, 41
  - biology, 44
  - communications, 50
  - computer science, 71
  - dance, 51
  - departmental or school, 327–328
  - English, 55
  - environmental studies, 59
  - history, 62
  - Latin Honors, 327
  - mathematics, 71
  - performing arts, 76
  - political science, 85
  - psychology, 152
  - scholarship, 305
  - School of Business, 175
  - School of Nursing, 215
  - sociology, 86
- Honors College
  - admission requirements, 285
  - cocurricular cultural program, 160
  - course descriptions, 162–163
  - curricular sequence, 159
  - curriculum, 158
  - degree requirements, 161
  - Earle Hall facility, 161
  - General Education requirements, 159
  - independent study, 159–160
  - Liberal Arts seminars, 159
  - overview, 13–14
  - philosophy of, 158
  - senior thesis, 160
  - Social Science seminars, 159
- Hotline, Peer Counseling Center, 265
- Housing
  - application for, 280
  - residence fee refunds, 294
  - residence fees, 292
  - Residential Life and Housing, Office of, 261
  - room and board deposit, 293
- Hudson Valley Center
  - directions to, 378
  - library, 269–270
  - overview, 15
- Human performance science, 193–196
- Human resource management, 171. *See also* School of Business
- Humanities
  - course descriptions, 238–239
- Hy Weinberg Center for Communication Disorders, 197–198
  
- IAPS. *See* Derner Institute of Advanced Psychological Studies
- IELTS, 277
- IEP. *See* Individual Educational Plan
- Immunizations
  - admission requirements, 277
  - School of Nursing requirements, 213
  - student requirements, 266
  - Incomplete grades
    - General Studies students, 90
    - resolving, 322
    - University College, 236
- Independent study
  - College of Arts and Sciences, 31
  - Honors College, 159–160
  - policies, 320
  - psychology, 152
  - School of Business, 174
  - School of Education, 186

- School of Nursing, 215
- School of Social Work, 226
- Individual Educational Plan, 284
- Information Technology and Resources, Office of, 270–273
- Institute of Advanced Psychological Studies. *See* Derner  
Institute of Advanced Psychological Studies
- Institutional scholarship programs, 296–297
- Insurance requirements
  - fees, 291, 292
  - medical, 266, 292
  - professional liability insurance, 213
  - School of Nursing, 213
- Intercession, 312
- Intercollegiate athletics
  - General Studies program requirements, 90
  - program description, 263
- Interdisciplinary major
  - language studies, 67
  - procedures, 63
- Interfaith Center, 264
- International Student Handbook***, 278
- International Student Services, Office of, 264
- International Student Services/Study Abroad, Office of, 261
- International Student Society, 262, 264
- International students
  - admission, 278
  - ELS Language Center, 274
  - financial assistance, 306
  - International Student Handbook***, 278
  - TOEFL exam, 277
- International studies. *See also* Languages
  - concentrations, 65–67
  - course descriptions, 121–125
  - degree requirements, 65–67
  - study abroad opportunities, 67
- Internet access, 271–273
- Internships
  - Albany Internship, 85
  - communications, 50
  - political science, 84–85, 144
  - pre-law, 84
  - public service, 84–85
  - School of Business, 174
  - Washington Internship Program, 84
- Interviews
  - admissions, 277, 285
- Intramural activities, 90, 263
- Involuntary withdrawal
  - University College, 235
- Italian
  - course descriptions, 123–124
- Japanese
  - course descriptions, 124
- Joint degree/Early Assurance Programs
  - admission requirements, 247–249, 251–254, 256, 280–283
  - biology, 45
  - chemistry, 48
  - College of Arts and Sciences, 32, 33
  - contact information, 32
  - dentistry, 32, 45, 48, 247–248, 280–281
  - engineering, 32, 45, 48, 72, 81, 248–251, 281–282
  - environmental studies, 32, 45, 59, 250–251, 282
  - law, 32, 251–253, 282
  - optometry, 32, 45, 253–254, 282–283
  - physical therapy, 32, 45, 195, 254–257, 283
  - program description, 246–247
- Journalism, 50
- Juries, music majors, 73
- Labor Market Analyst, 186
- Laboratory fees, 291
- Language Center, ELS, 274
- Language disorders. *See* Communication sciences and disorders
- Languages. *See also* International studies
  - course descriptions, 121–125
  - degree requirements, 64–67
  - French, 64–65
  - interdisciplinary major, 67
  - minors, 67
  - Spanish, 65
  - study abroad program, 67
- LAST, 196
- Late payment fees, 291–292
- Late registration fee, 291
- Latin American Studies, 67, 68
- Latin Honors, 327
- Latino Students United, 262
- Law
  - joint degree/Early Assurance Programs, 32, 251–253, 282
  - pre-law concentration, 84
  - scholarship awards, 253
- Law School Admission Test, 243
- Leadership Development Series, 262
- Learning Center, 268–269
- Learning Disabilities Program
  - admissions, 283–284
  - fees, 291
  - program description, 274
- Learning Resource Center
  - School of Nursing, 213
- Leaves of absence, 325
- Leon A. Swirbul Library. *See* Swirbul Library
- Letters of reference/recommendation, 285
- Levermore, Dr. Charles H., 11
- Levermore Global Scholars Program
  - course descriptions, 148

- program description, 90
- LCSP. *See* Levermore Global Scholars Program
- Liability insurance
  - School of Nursing requirements, 213
- Liberal Arts
  - associate degree, 232–233
  - Honors College seminars, 159
- Liberal Arts and Sciences Test, 196
- Libraries, 269–270
- Linguistics
  - course descriptions, 124
- Literature
  - degree requirements, 53, 233 (*See also* English)
- Loans. *See also* Financial assistance
  - alternative, 305–306
  - Federal Nursing Loan, 304
  - Federal Perkins Loan, 304
  - Federal Stafford Loan, 304
  - Parent Loan for Undergraduate Students, 304
- LSAT, 243
  
- Magnum Opus*, 262
- Major programs. *See also* specific departments and schools
  - abbreviations and descriptions, 20–22
  - acceptance into, 314
  - change of, 174, 315
  - declaration of, 314
  - double majors, 315
  - separation from, 315
- Management information systems
  - degree requirements, 70–71
  - specialization, 171
- Management program, B.B.A., 169–171. *See also* School of Business
- Manhattan Center
  - directions to, 378
  - library, 269–270
  - overview, 15
  - undergraduate programs of study, 18
- Maps
  - area, 375
  - campus, 376
- Marketing, 171. *See also* School of Business
- Master's degrees. *See also* Bachelor-Master's programs
  - Earth Resources Engineering, 251
- Mathematics. *See also* Computer science
  - course descriptions, 126–128
  - degree requirements, 69–70
  - honors, 71
  - joint degree/Early Assurance Programs, 72
  - minor, 71
- Matriculation, 311
- MCAT. *See* Medical College Admissions Test
- Meal plans, 292
- Media studies, 49
- Medical Calculation Examinations, 214
- Medical College Admissions Test, 244, 245
- Medical insurance, 266, 293
- Medical studies. *See* Dentistry; Pre-medical preparation
- Medical withdrawal, 326
- Memorial Scholarship, 305
- Minors, academic, 19, 315. *See also* specific departments and schools
- Monstertrak.com, 274
- Monthly payment plan, 291
- Moving image arts, 49
- Music
  - concert attendance, 73
  - course descriptions, 130–132
  - degree requirements, 73
  - ensemble performance, 73, 132
  - inter-arts requirements, 73
  - juries, 74
  - minor, 74
  - music history, 131–132
  - music theory, 130
  - private instruction, 73, 132
  - program description, 72–73
  - talent scholarships, 73
  
- National Council for Accreditation of Teacher Education, 14
- National Honor Society in Business, 175
- National Science and Mathematics Access to Retain Talent Grant, 304
- National Student Loan Data System, 295
- Native Americans, Aid to, 305
- Natural sciences. *See also* Environmental studies
  - course descriptions, 239
- NCATE. *See* National Council for Accreditation of Teacher Education
- NCLEX. *See* State Board of Nursing Exam
- New York Collegiate Athletic Conference, 263
- New York Law School
  - joint degree/Early Assurance Programs, 32, 251–253, 282
- New York Medical College
  - joint degree/Early Assurance Programs, 32, 45, 195, 254–257, 283
- New York State
  - CPA examinations, 167, 168
  - financial assistance programs, 305–306
  - Tuition Assistance Program, 295, 305
- New York State Teachers Certification Examination, 185–186, 196
- New York University College of Dentistry
  - joint degree/Early Assurance Programs, 32, 45, 48, 247, 280–281
- Non-Title IV recipient
  - refund schedule, 294
- Noncredit courses
  - University College, 235

- Nondegree candidates  
admissions, 279–280
- Nondegree students  
financial assistance, 306
- NSLDS. *See* National Student Loan Data System
- Numeric department codes, 23–24
- Nursing. *See* School of Nursing
- Nursing loans, federal, 304
- NYSTCE. *See* New York State Teachers Certification  
Examination
- NYUCD. *See* New York University College of Dentistry
- Off-campus centers, 15, 18, 277
- Office of Pre-Professional Advising and Fellowships, 242, 244, 245
- Officers of Administration, 357
- OITR. *See* Information Technology and Resources, Office of
- Olmsted Theatre, 262
- Ombudsman Information for Title IV Students, 304
- OPPAF. *See* Office of Pre-Professional Advising and Fellowships
- Opportunity Program, 265–266
- Optometry  
joint degree/Early Assurance Programs, 32, 45, 253–254, 282
- Organizations. *See* Honor societies; specific organizations  
by name
- Orientation, 262–263
- Orientation fee, 291
- Ornstein Memorial Library, 269
- Overseas opportunities. *See* Study abroad
- Parent Loan for Undergraduate Students, 304
- Part-Time Study, Aid for, 305
- Partnering institutions. *See* Joint degree/Early Assurance Programs; specific institutions
- Pass/fail grading option  
General Studies students, 90  
purpose of, 322–323  
University College, 236
- Payment policy, tuition, 291–292
- Peer Counseling Center, 265
- Pell Grant, Federal, 303
- Performing Arts  
acting program, 74–77  
course descriptions, 133–136  
courses open to non-majors, 77  
degree requirements, 75–78  
design/technical theater program, 75–78  
honors, 76  
talent scholarships, 75
- Perkins Loan, Federal, 304
- Persian Gulf Veterans Tuition Awards, 305
- Phi Alpha Theta, 62
- Philosophy  
course descriptions, 137–138  
degree requirements, 79  
minor, 79  
program description, 78–79
- Phone numbers. *See* Telephone numbers
- Physical education  
concentrations, 194  
course descriptions, 204–206  
dual certification, health and physical education, 196  
minors, 196  
professional certification, K–12 teacher, 194–195  
program description, 193–194  
skills courses, 206  
skills credits, 315  
skills credits for psychology majors, 152  
sports management and exercise science, 195
- Physical therapy  
joint degree/Early Assurance Programs, 32, 45, 195, 254–257, 283  
pre-physical therapy, 195
- Physics  
course descriptions, 138–140  
degree requirements, 80–82  
engineering combined plan programs, 82  
joint degree/Early Assurance Programs, 81  
minor, 82  
program description, 79–80  
transfer students, 82
- Pi Sigma Alpha, 85
- PLUS. *See* Parent Loan for Undergraduate Students
- Police Sciences  
course descriptions, 238  
criminal justice degree requirements, 88
- Political science  
course descriptions, 141–144  
degree requirements, 83–84  
directed research, 144  
honor society, 85  
honors, 85  
international studies, 66–67, 85  
internship programs, 84–85, 144  
minor, 84  
pre-law, 84  
public service, 84–85
- Polytechnic University, Puerto Rico, 59
- Poor academic standing, 324
- Portuguese  
course descriptions, 124
- Post-baccalaureate  
pre-health profession, 234–235
- Post-bachelor's Advanced Certificate  
Basic Sciences for Health Professions, 235, 245
- Practicums, 185
- Pre-engineering program  
physics requirements, 81

- Pre-health profession
  - post-baccalaureate in pre-health profession, 234–235
- Pre-law concentration, 84
- Pre-law preparation, 242–243
- Pre-law Society, 243
- Pre-medical preparation, 45, 244
- Pre-physical therapy, 195
- Pre-professional preparation
  - College of Arts and Sciences, 31
  - Office of Pre-Professional Advising and Fellowships, 242
  - post-bachelor's Basic Sciences for Health Professions Certificate program, 245
  - pre-engineering preparation, 246
  - pre-law preparation, 242–243
  - pre-medical preparation, 244
- Prior learning experience, ANSWER program credit, 226
- Private music instruction, 73, 132, 291
- Probation, academic. *See* Academic probation
- Professional liability insurance, 291
- Program change fee, 291
- Programs of study. *See* specific colleges and schools
- Provisional admission, 288
- Provost, Office of the, 280
- Provost Scholarship, 67, 306
- Psychological Services, Center for, 15, 265
- Psychology. *See also* Derner Institute of Advanced Psychological Studies
  - concentrations, 152
  - course descriptions, 153–156
  - credits for physical education skills courses, 152
  - degree requirements, 151–152
  - honors, 152
  - independent study, 152
  - minor, 152
- Public service, 84
  
- Readmission to the University, 326, 328
- Records, student, 313–314
- Refunds
  - residence fees, 294
  - tuition, 293
- Regents Professional Opportunity Scholarship, 305
- Regional labor market, 186
- Registered nursing
  - admission policies, 286
  - curriculum, 212
  - R.N. to B.S. program, 212–213
- Registration
  - late registration fee, 291
  - procedures, 312–313
  - reinstatement fee, 291
- Regulations, University. *See* Rules and regulations
- Religious groups and activities, 262
- Reply date, candidates', 279
- Residence fees, 292. *See also* Housing
  - Residence housing. *See* Housing
  - Residence requirements for graduation, 327
  - Resident Student Association, 262
  - Residential life. *See* Student life
  - Residential Life and Housing, Office of, 261, 280
  - Restricted scholarships, 297–303
  - Retention rates, 280
  - Returned check fee, 291
  - Robert C. Byrd Honors Scholarship, 305
  - Room and board fees. *See also* Housing
    - deposit, 293
    - refunds, 294
  - Roosevelt, Eleanor, 11
  - Rules and regulations
    - academic advising, 314
    - academic assistance for students with disabilities, 319
    - academic calendar, 312
    - academic deadlines, 312
    - academic dismissal, 325
    - academic integrity, 311
    - academic probation, 324–325
    - academic standing, 323–324
    - acceptance into graduate courses, 319–320
    - access to records, 313
    - adding courses, 318
    - age of majority and, 310
    - associate degrees, 311
    - attendance, 311
    - auditing courses, 319
    - baccalaureates degrees, 311
    - concurrent registration, 313
    - conferring of degrees, 327
    - course description, 318
    - course policies and practices, 318–319
    - course prefixes and numbering system, 318
    - credits, 315–317
    - diplomas, 327
    - dispensations from, 310
    - dropping courses, 318
    - final examinations, 320–321
    - General Education transfer policy, 317
    - grade-point average, 322, 324
    - grades, 321–323
    - graduation, 326–328
    - Honor Code, 310
    - Honors, 327–328
    - independent study, 320
    - Intercession, 312
    - Latin Honors, 327
    - leaves of absence, 325
    - majors, 314–315
    - matriculation, 311
    - medical withdrawals, 326
    - minors, 315
    - physical education skills credits, 315
    - readmission to the University, 326, 328
    - registration, 312–313

- registration changes, 313
  - “student” definition, 312–313
  - student records, 313–314
  - study at other institutions, 317
  - transcripts, 313–314
  - transfer credits, 316–317
  - withdrawal from courses, 319
  - withdrawal from the University, 326
- Ruth S. Ammon School of Education. *See* Ammon School of Education
- Ruth S. Harley University Center. *See* University Center
  
- SAT. *See* Scholastic Assessment Test
- Scholars Teachers Education Program (STEP)
  - admissions requirements, 188
  - adolescence education, 190–191
  - childhood education, 188–190
  - combined bachelor’s and master’s degree, 188–191
  - course descriptions, 200–203
  - environmental studies, 59
  - languages, 64
  - overview, 14
- Scholarships. *See also* Financial assistance; Talent scholarships; specific scholarships
  - academic, 296
  - joint degree program in law, 253
  - New York State programs, 305
  - Provost Scholarship, 67, 306
  - restricted, 297–303
  - University scholarships, 296
- Scholastic Assessment Test, 251–253, 276, 277
- School honors
  - School of Business, 175
- School of Business
  - academic dismissal, 175
  - acceptance into graduate courses, 320
  - accounting program, 168–169
  - admission requirements for transfer students, 285
  - advisement, 174
  - business administration program, 169–171
  - business clusters, 173
  - business minor, 173
  - change of major, 174
  - course descriptions, 176–181
  - Dean’s List, 175
  - degree audit, 174
  - economics minor, 173
  - economics program, 172–173
  - educational strategy, 166–168
  - finance program, 171–172
  - finance specialization, 171
  - honors, 175
  - human resource management specialization, 171
  - independent study, 174
  - international studies, 66–67
  - internship program, 174
  - management information systems specialization, 171
  - management program, 169–171
  - marketing specialization, 171
  - overview, 14
  - professional philosophy, 166
  - programs of study, 168, 173–174
  - specializations, 170–171
  - waiver of academic regulations, 175
  - withdrawal, 175
- School of Education. *See* Ammon School of Education
- School of Nursing
  - acceptance into graduate courses, 319–320
  - admission requirements, 286
  - basic curriculum, 211–212
  - course descriptions, 216–219
  - educational strategy, 210
  - email requirements, 213
  - expenses, 213
  - health regulations, 213
  - honor society, 214–215
  - honors, 215
  - insurance requirements, 213
  - Learning Resource Center, 213
  - Medical Calculation Examinations, 214
  - organizations, 215
  - overview, 14
  - professional philosophy, 210
  - programs of study, 211
  - registered nurse admission policies, 286
  - registered nurse curriculum, 212
  - registered nurse transfer students, 286
  - R.N. to B.S. program, 212–213
  - standard of performance requirements, 214
  - students holding degrees in other majors, 286
  - Study Guides, 213
  - textbooks, 213
  - transfer credits, 213
  - transfer students, 286
  - travel expenses, 213
  - uniforms, 213
- School of Nursing Acting for Progress, 215
- School of Social Work
  - acceptance into graduate courses, 320
  - admission requirements, 287
  - ANSWER program, 225–226
  - B.S.W.-M.S.W. Advanced Standing Program, 225
  - concentration in children and families, 224
  - course descriptions, 227–229
  - credit for prior learning experience, 226
  - degree requirements, 223–225
  - educational strategy, 222–223
  - field instruction, 225, 226
  - independent study, 226
  - overview, 15
  - professional philosophy, 222
  - programs of study, 223
  - transfer students, 287

- Schools of the University, 13–15. *See also* specific schools
- Science and Mathematics Access to Retain Talent Grant, 304
- Sciences. *See* College of Arts and Sciences
- Second majors. *See* specific departments and schools
- Senior thesis, Honors College, 160
- Sigma Theta Tau International, Inc., 214
- Snap. *See* School of Nursing Acting for Progress
- Social Sciences
  - course descriptions, 239–240
  - criminal justice degree requirements, 87–88
  - degree requirements, 233
  - Honors College seminars, 159
- Social Work. *See* School of Social Work
- Sociology
  - course descriptions, 145–147
  - course sequence, 86
  - criminal justice major, 87–88
  - degree requirements, 86–88
  - honors, 86
  - minor, 86–87
- Sororities
  - General Studies program requirements, 90
- Spanish
  - course descriptions, 124–125
  - degree requirements, 65
- Special programs
  - course descriptions, 147–148
  - General Studies program, 89–90, 147–148
  - Levermore Global Scholars Program, 90, 148
- Special students
  - admissions, 279–280
- Sports management, 195
- Stafford Loan, Federal, 304
- Standards of performance
  - School of Nursing requirements, 214
- State Board of Nursing Exam, 14
- State University of New York College of Optometry
  - joint degree/Early Assurance Programs, 32, 45, 253–254, 282
- STEP. *See* Scholars Teachers Education Program
- Student Activity Fee, 291
- Student Affairs, Dean of, 260
- Student budgets, 306–307
- Student code of conduct, 310–311
- Student Counseling Center, 264–265
- “Student” definition, 312–313
- Student Financial Services, Office of, 291, 295, 296
- Student Government Association, 262
- Student life
  - arts and events, 260
- AUTV, 263
  - commuter student affairs, 263
  - counseling services, 264–265
  - Cross-Cultural Enrichment, Center for, 263–264
  - Dean of Student Affairs, 260
  - disability support services, 260–261
  - Health Services Center, 266
  - intercollegiate athletics, 263
  - Interfaith Center, 264
  - international student services, 264
  - intramural activities, 263
  - Opportunity Program, 265–266
  - orientation, 262–263
  - residential life and housing, 261
  - student involvement, 262
  - student leadership and activities, 262
  - study abroad, 261
  - University Center, 262
- Student records, 313–314
- Student Right-to-Know, 280
- Student status designation, 279–280
- Students teaching, 185
- Students with disabilities. *See also* Learning Disabilities Program
  - academic assistance for, 260–261
- Studio arts
  - concentration in, 39
  - course descriptions, 96–99
  - programs, 38
- Studio fees, 291
- Studio performances, 73
- Study abroad
  - financial assistance, 306
- International Student Services/ Study Abroad, Office of, 162
- languages and international studies, 67
- Latin American Studies, 68
- Provost Scholarship, 67
- Study at other institutions, 317
- Study Guides
- School of Nursing, 213
- Summer Workshop Program
  - art and art history, 41
- SUNY. *See* State University of New York College of Optometry
- Supervised clinical experience, 185
- Supplemental Educational Opportunity Grant, Federal, 303
- Swirbul Library, 269–270
- Talent Scholarships
  - art, 39
  - awards, 296
  - communications, 49
  - dance, 51
  - music, 73
  - performing arts, 75
- TAP. *See* Tuition Assistance Program
- Teacher certification requirements
  - New York State, 185–186
- Teacher of Students with Speech and Language Disabilities
  - certification, 199
- Teaching. *See* Ammon School of Education

- Technical theater program. *See* Design/technical theater program
- Technology resources, 270–273
- Telephone numbers
  - Customer Services, Information Technology, 270
  - joint degree/Early Assurance Programs, 32, 59
  - Learning Disabilities Program, 284
  - Peer Counseling Center, 265
  - University, 3
- Television system, 263
- Templeton Honor Rolls, 13
- Test of English as a Foreign Language, 277
- Textbooks, School of Nursing, 213
- Theater arts. *See* Performing arts
- Thesis
  - art history honors, 41
  - senior, 160
- Timothy W. Costello Award, 50
- Title IV recipients
  - Ombudsman information, 304
  - refund schedule, 293
- TOEFL exam, 277
- Transcripts
  - fee, 291
  - obtaining copies, 313
- Transfer credits, 316–317
  - School of Nursing, 213
- Transfer Merit Award, 297
- Transfer students
  - admissions, 277–278
  - biology majors, 44
  - environmental studies, 59
  - General Education policy, 26, 317
  - Honors college admission, 285
  - interdisciplinary major, 63
  - physics majors, 82
  - registered nurses, 286
  - School of Business admission requirements, 285
  - School of Nursing admission requirements, 286
  - School of Social Work admission requirements, 287
- Travel expenses
  - School of Nursing, 213
- Trustees, Board of, 356
- TSSLD certification, 199
- Tufts University School of Dental Medicine
  - joint degree/Early Assurance Programs, 32, 45, 248, 281
- Tuition and fees. *See also* Financial assistance
  - application fees, 277, 287, 291
  - deferred payment plan, 291
  - late payment fees, 292
  - meal plans, 292
  - medical insurance, 292–293
  - monthly payment plan, 291
  - payment policy, 291–292
  - rates, 290–291
  - refund policy, 293
  - refund schedules, 293–294
  - residence fees, 292
  - residence fees refund, 294
  - room and board deposit, 293
  - Student Activity Fee, 291
  - University fees, 290
- Tuition assistance. *See* Financial assistance
- Tuition Assistance Program, 295, 305
- Tuition Pay, 291
- Tutoring. *See also* Academic advising; Counseling
  - for General Studies students, 89
  - peer assistance, 268–269
- UC. *See* University Center
- Undergraduate admissions, 276
- Undergraduate curriculum, 17–18. *See also* specific degree, school or program
- Undergraduate degrees, 17–18
- Unfinished course work. *See* Incomplete grades
- Uniforms
  - School of Nursing, 213
- University Admissions, Office of, 276, 288
- University Center, 262, 264
- University College
  - academic regulations, 235–236
  - admission requirements, 287–288
  - Advanced Certificate, 235
  - business, 234
  - certificate programs, 234–235
  - course descriptions, 237–240
  - criminal justice, 233–234
  - Dean's List, 236
  - degree requirements, 232–235
  - fine arts, 233
  - graduation, 236
  - health care management, 234
  - incompletes, 236
  - literature, 233
  - mission statement, 232
  - noncredit programs and courses, 235
  - overview, 15
  - pass/fail option, 236
  - plan of study, 232
  - post-baccalaureate in pre-health profession, 234–235
  - programs of study, 232
  - social sciences, 233
  - Web site, 236
- Veterans
  - admissions, 278
  - financial assistance, 305
- Vietnam Veterans Tuition Awards, 305
- Visiting students
  - admissions, 279
- Visiting the campus, 276

- Voluntary withdrawal
  - University College, 236
  
- WAIS-III, 283–284
- Waiver of academic regulations
  - College of Arts and Sciences, 31
  - School of Business, 175
  - School of Education, 186
- Washington Internship Program, 84
- Web sites
  - Adelphi University, 3
  - Office of Pre-Professional Advising and Fellowships, 244
  - University College, 236
- Wechsler Adult Intelligence Scale, Third Edition, 283–284
- Weinberg Center for Communication Disorders, 197–198
- Wireless network, 271
- Withdrawal
  - from courses, 319
  - for medical reasons, 326
  - from School of Business, 175
  - from University, 235–236, 326
  - University College, 235–236
- Withdrawal fee, 291
- Women's Studies. *See* Gender Studies
- Woodcock-Johnson Tests of Achievement, 284
- Woodruff, Timothy, 11
- Work Study Program, Federal, 304
- Workshop fees, 291
- World Wide Web
  - Adelphi University, 3
- “Writing and Research Award,” 50
- The Writing Center, 269

---

## Directions to Adelphi University's Garden City Campus

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

### ***From JFK Airport:***

Take the JFK Expressway to the Belt Parkway East. Take the Belt Parkway to the Southern State Parkway. Then follow the Southern State Parkway directions below.

### ***From La Guardia Airport:***

Take the Grand Central Parkway East; this becomes Northern State Parkway. From here follow the directions for Northern State Parkway East.

### ***By Train:***

Travel time from NYC is approximately 45 minutes. Take the Hempstead line from Penn Station in Manhattan or the Flatbush Avenue Station in Brooklyn or the Jamaica Station in Queens to the Nassau Boulevard Station in Garden City. The campus is a short walk east on South Avenue.

### ***By Car:***

### ***Via the Long Island Expressway (L.I.E.) (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 for 3.2 miles. Turn left onto Stewart Avenue. At the fourth light, turn right onto Nassau Boulevard. Turn left onto South Avenue (immediately after crossing the railroad tracks). The Adelphi campus is on the right.

#### **Traveling West:**

Take the L.I.E. to exit 39 south (Glen Cove Road). Travel south for four miles (the road will change from Guinea Woods Road to Glen Cove Road to Clinton Road). Turn right onto Stewart Avenue, go one mile and turn left onto Hilton Avenue. Turn right onto Sixth Street (immediately after crossing the railroad tracks). Continue onto South Avenue. The Adelphi campus is on the left.

#### ***Via the Northern State Parkway***

#### **Traveling East:**

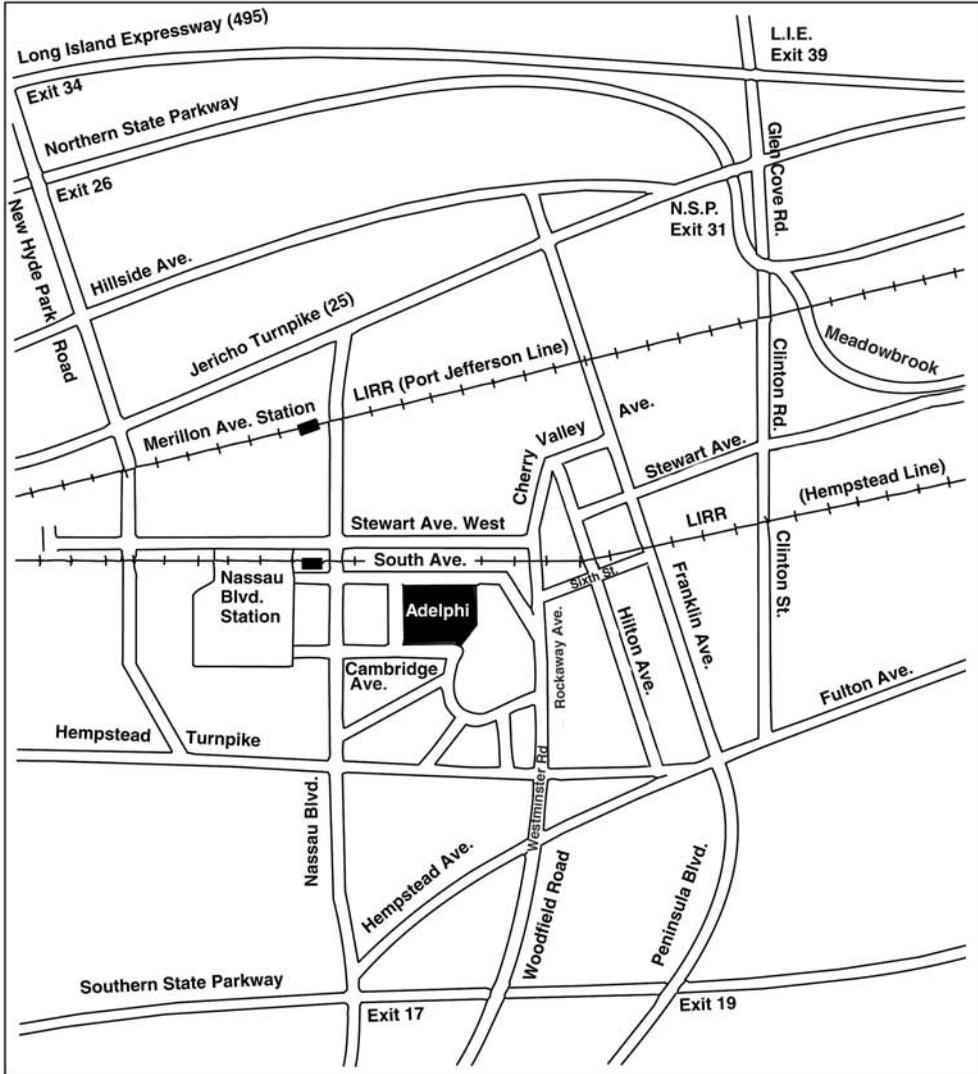
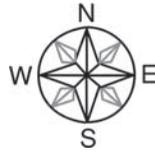
Take the Northern State Parkway to exit 26 south (New Hyde Park Road). Turn right onto New Hyde Park Road. Continue south on New Hyde Park Road for three miles. Turn left onto Stewart Avenue. At the fourth light, turn right onto Nassau Boulevard. Turn left onto South Avenue (immediately after crossing the railroad tracks). The Adelphi campus is on the right.

#### **Traveling West:**

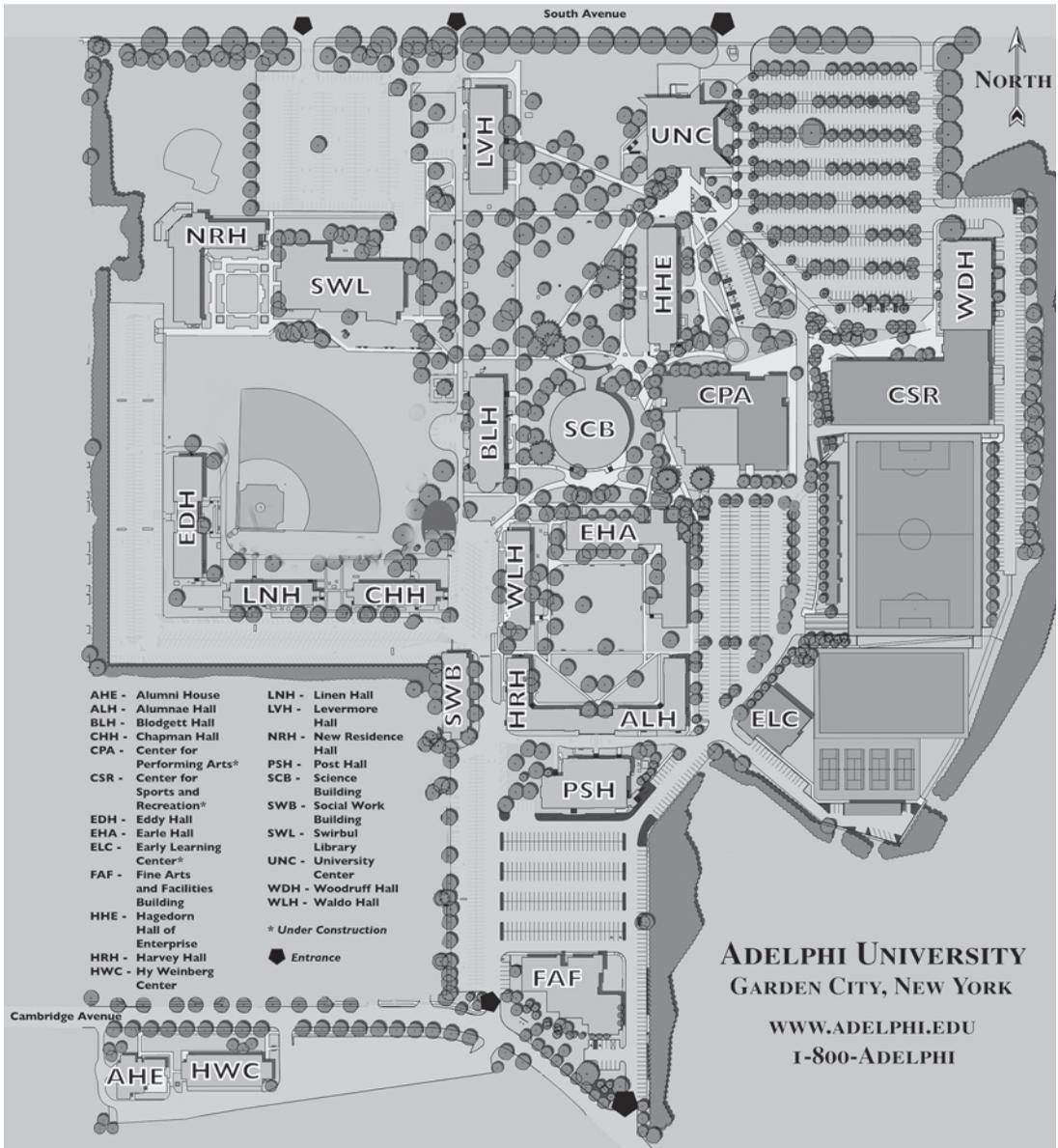
Take the Northern State Parkway to exit 31 south (Glen Cove Road). Continue south on Glen Cove Road (which turns into Clinton Road) for 2.3 miles. Turn right onto Stewart Avenue. Go one mile and turn left onto Hilton Avenue. Turn right onto Sixth Street (immediately after crossing the railroad tracks). Continue onto South Avenue. The Adelphi campus is on the left.

#### ***Via the Southern State Parkway***

Take the Southern State Parkway to exit 17 north (Hempstead Avenue). Continue on Hempstead Avenue traveling north. Make a left at the second traffic light (Nassau Boulevard). Continue north for 2.5 miles to the ninth traffic light. Make a right turn onto South Avenue (immediately before crossing the railroad tracks). The Adelphi campus is on the right.



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



---

## Directions to Adelphi University's Hauppauge Education and Conference Center

Adelphi University's Hauppauge Center is located at 55 Kennedy Drive in Hauppauge, NY, 11788, off Motor Parkway, just north of the intersection of Motor Parkway and the Long Island Expressway.

### ***Via Long Island Expressway (L.I.E.) (Route 495):***

#### **Traveling East:**

Take the L.I.E. to Exit 55 (Motor Parkway). From the service road, turn left at the first traffic light onto Motor Parkway. Then turn right at the third traffic light (Kennedy Drive). Go a short distance and turn right into Adelphi's Hauppauge Center at 55 Kennedy Drive.

#### **Traveling West:**

Take the L.I.E. to Exit 55 (Motor Parkway). From the service road, turn right at the first traffic light onto Motor Parkway. Then turn right at the second traffic light (Kennedy Drive). Go a short distance and turn right into Adelphi's Hauppauge Center at 55 Kennedy Drive.

### ***Via Northern State Parkway:***

Traveling east, take the Northern State Parkway to Exit 37A and merge onto the L.I.E. (Route 495) East. Take the L.I.E. to Exit 55 (Motor Parkway). From the service road, turn left at the first traffic light, onto Motor Parkway. Then turn right at the third traffic light (Kennedy Drive). Go a short distance and turn right into Adelphi's Hauppauge Center at 55 Kennedy Drive.

### ***Via Southern State Parkway:***

Take the Southern State Parkway to Exit 41A (Sagtikos Parkway North). Take the Sagtikos Parkway to Exit S1 East (Route 495—Long Island Expressway). Take the L.I.E. to Exit 55 (Motor Parkway). From the service road, turn left at the first traffic light onto Motor Parkway. Then turn right at the third traffic light (Kennedy Drive). Go a short distance and turn right into Adelphi's Hauppauge Center at 55 Kennedy Drive.

## Directions to Adelphi University's Hudson Valley Center

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

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

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

### ***From Connecticut:***

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

### ***From Orange, Ulster, and Sullivan Counties:***

From the Mid-Hudson Bridge, continue straight along Route 44/55 East Arterial (about 1.7 miles) to Worrall Avenue. Turn left onto Worrall Avenue. (Worrall becomes Innis Avenue.) Turn left at the second light onto Route 44/55 West arterial. Go straight to 457 Maple Street (see above).

### ***From Route 9 North:***

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

### ***From Upstate New York:***

Take the New York State Thruway to Exit 18-New Paltz. Merge onto NY 299 East and continue (about 6 miles) to US 9 West (for about 2.3 miles). Take US 44/55 ramp toward MidHudson Bridge and merge onto NY 55 East. See directions above "From Orange, Ulster, and Sullivan Counties."

## 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:***

The Manhattan Center is located on the west side of Manhattan on Varick Street [one way heading downtown (south)] at Canal. If you are heading west on Houston Street, make a left turn at Varick Street and head downtown. If you are crossing Canal Street, take a right at Sixth Avenue and head two blocks uptown (north) until you reach Watts Street (one way heading west) and make a left turn and go one block and make another left onto Varick (one way heading south).

## NOTES

## NOTES