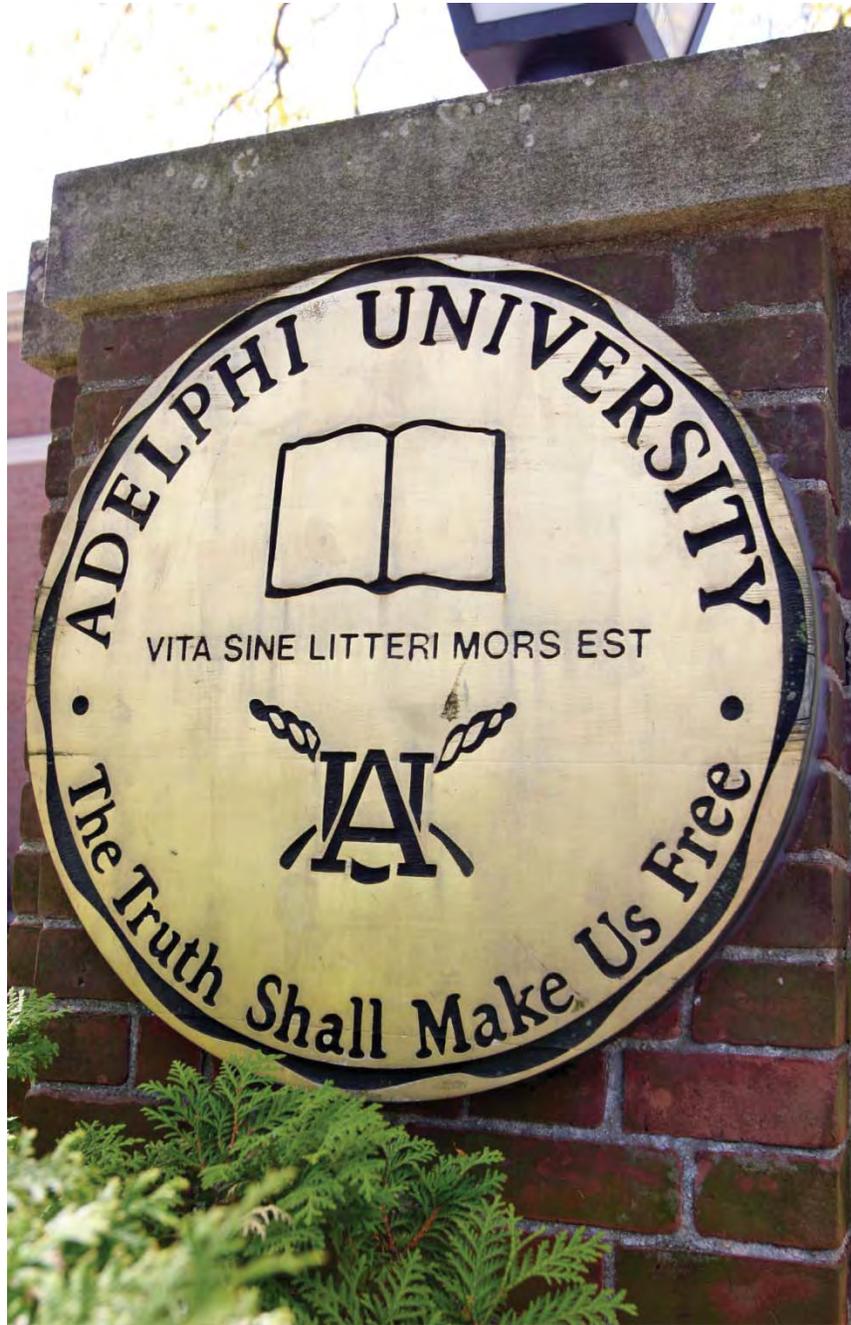




2011–2012 Undergraduate and Graduate Bulletin

ADELPHI UNIVERSITY

To view the Academic Bulletin online visit academics.adelphi.edu



ADELPHI UNIVERSITY UNDERGRADUATE AND GRADUATE BULLETIN

ADELPHI UNIVERSITY UNDERGRADUATE AND GRADUATE BULLETIN
UPDATED SEPTEMBER 2011

SAFETY FIRST

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, the emergency response plan, and other matters. This report can be viewed by using the Public Safety Web site at administration.adelphi.edu/publicsafety or obtained upon request in the Department of Public Safety and Transportation, Lower Level, Levermore Hall, (516) 877-3500.

The United States Department of Education's Web site for campus crime statistics is ope.ed.gov/security.

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, 89 Washington Avenue, Albany, NY 12234, (518) 474-3852; the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C. 20036, (202) 887-6930; the American Speech-Language Hearing Association, 2200 Research Boulevard, Rockville, MD 20850-3289, (301) 296-5700; 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 Ave, NW, Suite 500, Washington, D.C. 20036-1023, (202) 466-7496; and AACSB International—The Association to Advance Collegiate Schools of Business, 777 South Harbor Island Blvd., Suite 750, Tampa, FL 33602-5730, (813) 769-6500.

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 disposition 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 Rosemary Garabedian, Coordinator, 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 Affirmation 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 and graduate 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 and graduate academic programs and courses in the College of Arts and Sciences, the School of Social Work, the Gordon F. Derner Institute of Advanced Psychological Studies (Derner IAPS), the School of Business, the Ruth S. Ammon School of Education, the School of Nursing, University College, and our Honors 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 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)	877-4800
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
Joint Degree/Early Assurance Programs	877-3140
Learning Disabilities	877-4710
Levermore Global Scholars Program	877-4190

OFF-CAMPUS CENTERS

Hauppauge Center	(631) 300-4350
Hudson Valley Center	(845) 471-3348
Manhattan Center	(212) 965-8340

Web site 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.

A complete list of course offerings with descriptions is available by request to the individual school or department.

CONTENTS - CHAPTER HEADINGS

Academic Calendar 2011-2012	12
I. An Adelphi Education.....	14
II. Support Services and Resources	39
III. Cocurricular and Student Life.....	59
IV. College of Arts and Sciences.....	67
V. Gordon F. Derner Institute of Advanced Psychological Studies	194
VI. School of Business.....	224
VII. Ruth S. Ammon School of Education	250
VIII. School of Nursing	361
IX. School of Social Work	383
X. University College	409
XI. Honors College	434
XII. Pre-Professional Preparation	440
XIII. Admissions	462
XIV. Expenses and Financial Aid	479
XV. Rules and Regulations	509
XVI. Faculty	542
Emeriti	559
Recent Honorary Degree Recipients	563
Board of Trustees.....	565
Officers of Administration	566
Directions to Campus	567
Garden City Campus Directory/Map.....	570

CONTENTS - DETAILED

Academic Calendar 2011-2012	12
I. An Adelphi Education	14
Providing unique learning opportunities for intellectual, cultural, and social growth	15
A Brief History of Adelphi University	15
Off-Campus Centers	17
Colleges and Schools of the University	19
Department Codes: Numeric and Three-Letter	22
Undergraduate Program Information	26
Undergraduate Curriculum and Table of Degrees with New York State Program Codes	26
Academic Minors	29
General Education Program of Study	30
Undergraduate Language Requirements	33
Undergraduate Capstone Requirement	34
Graduate Program Information	35
Table of Graduate Degrees with New York State Program Codes	35
II. Support Services and Resources	39
Academic Services and Retention	40
Child Care Services : Alice Brown Early Learning Center	40
Center for Career Development	42
Center for International Education	43
Center for Psychological Services	44
Postgraduate Psychotherapy Center	45
Copyright Policy and Patent Policy	46
Disability Support Services	46
ELS Language Centers	46
Health Services Center	47
Information Technology	48
International Student Services	54
Learning Center	54
Pre-Professional Preparation: Office of Pre-Professional Advising and Fellowships	55
Student Counseling Center	55
Student Financial Services	56
University Libraries	56
Writing Center	58
III. Cocurricular and Student Life	59
Cultural and Campus Life	60
Student Affairs	60
Arts and Events	60
Intercollegiate Athletics and Intramural Activities	61
Center for Student Involvement	62
AUTV	63
Commuter Student Services	63
Multicultural Affairs	64
Interfaith Center	64
Undergraduate Information	65
Orientation	65
Opportunity Program	65
Residential Life and Housing	65
Graduate Information	66
Residential Life and Housing	66

IV. College of Arts and Sciences	67
Undergraduate Programs	69
African, Black and Caribbean Studies - Minor	75
Anthropology and Sociology	77
Art	82
Art History	82
Asian Studies - Minor	87
Biology	89
Biochemistry	95
Chemistry	95
Communications	99
Computer Management Information System - See Mathematics and Computer Science	102
Computer Science - See Mathematics and Computer Science	102
Criminal Justice	103
Dance	105
Economics - See Chapter VI. School of Business	106
English	107
Environmental Studies	113
European Studies - Minor	119
Gender Studies - Minor	121
History	123
Interdisciplinary Studies	126
International Studies	128
Languages, Literatures, and Cultures	132
Latin American Studies	136
Mathematics and Computer Science	138
Music and Music Education	144
Peace Studies - Minor	150
Philosophy	153
Physics	155
Political Science	158
Psychology - See Chapter V. Gordon F. Derner Institute of Advanced Psychological Studies.	162
Theatre	163
Special Programs	167
General Studies	167
Levermore Global Scholars	169
Joint Degree/Early Assurance and Pre-Professional Programs	171
Graduate Programs	173
Art and Art History	178
Biology	180
English - Creative Writing	185
Environmental Studies	188
Mathematics and Computer Science	193
V. Gordon F. Derner Institute of Advanced Psychological Studies	194
Undergraduate Programs	199
MA Programs	206
General Psychology	206
Mental Health Counseling	208
School Psychology	209
Ph.D. Program	212
Clinical Psychology	213
Postgraduate Certificate Programs	219

VI. School of Business	224
Professional Philosophy	225
Mission	226
Vision Statement	227
Programs of Study	227
Undergraduate Programs	228
B.B.A. in Accounting	229
B.B.A. in Management	230
B.S. in Finance	232
B.S. in Marketing	233
B.A. in Economics	235
Undergraduate Business Programs offered through Adelphi's University College	236
Five-Year Bachelor/M.B.A. Option	236
Minors in Business for Non-Business Majors	236
Business Clusters for Non-Business Majors	237
Additional Information for Undergraduate Students	238
Graduate Programs	240
Master of Business Administration (M.B.A) in Management	240
Goal M.B.A. Program: Graduate Opportunity for Accelerated Learning	243
Advanced Certificate in Finance	244
Advanced Certificate in Human Resource Management	245
Graduate Admissions	246
Additional Information for Graduate students	247
Additional Information for All School of Business Students	249
VII. Ruth S. Ammon School of Education	250
Undergraduate Programs	264
Scholar Teacher Education Program (STEP)	264
Bachelor of Arts in Art Education	269
Bachelor of Science in Music Education	270
Communication Sciences and Disorders	273
Health Studies, Physical Education and Human Performance Sciences	275
Graduate Programs	285
M.A. in Early Childhood Education	286
M.A. in Childhood Education	289
M.A. in Adolescent Education	291
M.A. in Art Education	297
M.S. in Literacy Education	300
M.A. in Educational Leadership	302
M.A. in TESOL	304
M.S. in Bilingual Childhood Special Education in Inclusive Settings	306
M.S. in Early Childhood Special Education Dual Certification	310
M.S. in Early Childhood Special Education Single Certification	313
M.S. in Childhood Special Education	315
M.S. in Childhood Special Education in Inclusive Settings-Dual Certification	317
M.S. in Adolescence Students with Disabilities in Inclusive Settings: Pre-Service Dual Generalist with Extension	318
PRE-SERVICE TRACK	318
M.S. in Communication Sciences and Disorders: Speech Language Pathology	320
Doctor of Arts of Communication Disorders	325
Doctor of Audiology	328
M.A. in Health Education (PreK-12)	333
M. A. in Health Education	334
M.A. in Community Health Promotion	335
M.A. in Physical Education	337

M.A. in Physical Education (GATE)	339
M.A. in Physical Education-Teaching Adapted Physical Education	341
M.S. in Exercise Science	342
M.S. in Sport Management	343
Certificate Programs	345
Advanced Certificate in Early Childhood Special Education (Birth - Grade 2)	345
Advanced Certificate in TESOL	346
Intensive Teacher Institute Program (ITI-BE/BSE) in TESOL	347
Advanced Certificate in Bilingual Education	347
Intensive Teacher Institute Program (ITI-BE/BSE) in Bilingual Education	348
Bilingual Extension to the TSSLD Certification	349
Post Masters Bilingual Certification Extension for School Social Workers	350
Advanced Certificate in Education Leadership: School Building /School District Leader	351
Advanced Certificate in Literacy Education Birth-Grade 12	352
Advanced Certificate in Literacy Education Birth-Grade 6	353
Advanced Certificate in Literacy Education Grades 5-12	354
Advanced Certificate in Early Childhood Special Education (ESD)	354
Advanced Certificate - Adolescence Students w/ Disabilities 7- 12 Generalist w Extension	356
Advanced Certificate in Community Health Promotion	357
Advanced Certificate in Physical Education	358
Advanced Certificate in Educational Leadership: SDL (Sport Management)	358
VIII. School of Nursing	361
Mission Statement and Philosophy	363
ADDITIONAL INFORMATION FOR ALL NURSING STUDENTS	365
Undergraduate Programs	367
	367
B.S. in Nursing	368
R.N. to B.S. Program	370
Graduate Programs	373
Master's Programs	373
	374
Adult Health Nurse Practitioner	375
Nursing Administration	376
Nursing Education	376
Post-Master's Certificate Programs	377
Ph.D. in Nursing	378
Master's Degree Admission Requirements	380
Doctoral Admission Requirement	381
Additional Information for Graduate Students in the School of Nursing	382
IX. School of Social Work	383
Undergraduate Programs	389
Graduate Programs	394
X. University College	409
Undergraduate Programs	412
Certificate Programs	424
Noncredit Programs, Certificates and Courses	432

XI. Honors College	434
Philosophy of the College	435
The Honors Curriculum	436
Honors Curriculum Sequence and General Education Requirements	436
Social Science Seminars	436
Liberal Arts Seminar	437
Independent Study	437
The Senior Thesis	437
The Cocurricular Cultural Program	438
The Earle Hall Facility	438
Degree Requirements	439
XII. Pre-Professional Preparation	440
The Office of Pre-Professional Advising and Fellowships (OPPAF)	441
Pre-Law Preparation	441
Pre-Health Preparation	442
Post-Bachelor's Certificate in Basic Sciences for Health Professions	444
Joint Degree/Early Assurance Programs	444
Dentistry (NYUCD)	445
Pre-Engineering Combined Plan Program with Columbia University	447
Environmental Studies	451
Law	453
Optometry	455
Physical Therapy	457
Podiatry	460
XIII. Admissions	462
1-(800)-Adelphi (out-of-state)	463
Undergraduate Study Admission	464
Graduate Study Admission	476
XIV. Expenses and Financial Aid	479
Information for All Adelphi Students on Expenses and Financial Aid	480
Undergraduate-Specific Expenses and Financial Aid	487
Graduate Student-Specific Expenses and Financial Aid	505
XV. Rules and Regulations	509
University Regulations (For All Students)	510
Dispensations from Regulations	510
Honor Code	510
Academic Assistance for Students with Disabilities	511
Academic Integrity	511
Attendance	511
The Academic Calendar	512
Intersession	512
Deadlines	512
Records	512
Access to Records	513
Registration	513
Defination of a Student	513
Changes in the Registration	514
Adding Courses	514

Dropping Courses	514
Unfinished Course Work	514
Withdrawing from Courses	514
Removal from Courses	515
Final Examinations	515
The Transcript	516
Grades	516
Computing the Grade-Point Average (GPA)	516
Withdrawal for Medical Reasons	517
Readmission	517
Unfinished Course Work	518
Application for Graduation	518
Conferring of Degrees	518
Diplomas	519
Undergraduate	519
Age of Majority	519
Honor Code	519
The Associate Degree	519
The Baccalaureate Degree	520
Concurrent Registration	520
Auditing a Course	520
Academic Advising	520
The Major	521
Declaration of Major	521
Acceptance into a Major	521
Change of Major	521
Seperation from a Major	522
Double Majors	522
Minors	522
Concentrations, Specializations, Tracks or Clusters	522
Credits	523
Credit Hours	523
Credit for Courses	523
Standard Number of Credits	523
Credits for Physical Education Skills Courses	523
Credits from Professional Schools	523
Credits for Advanced Placement	524
Transfer Credits	524
Residency Requirements	524
General Education Transfer Policy	525
Study at Other Institutions	525
Course Policies and Practices	525
Course Numbering System	526
Removal from Courses	526
Acceptance of Seniors into Graduate Courses	526
College of Arts and Sciences and School of Nursing	526
Ruth S. Ammon School of Education	527
School of Business	527
Gordon F. Derner Institute of Advanced Psychological Studies	527
School of Social Work	527
Independent Study	527
Grades	527
Grading System	527
Unfinished Course Work	528
What Grades Signify	528

Computing the Grade-Point Average (GPA)	529
Pass/Fail Option	529
Grade Changes	530
Academic Standing	531
Class Standing	531
The Dean's List	531
Good Academic Standing	531
Grade-Point Minimum Cumulative Requirements GPA	531
Poor Academic Standing	531
University Academic Probation	532
School or College Academic Probation	532
Terms of Academic Probation	532
Length of Academic Probation	532
Notification	532
Failure to Return to Good Academic Standing	533
Dismissal	533
Leave of Absence	533
Withdrawal from the University	533
Academic Forgiveness Readmission Policy	534
Graduation	534
GPA Required for Graduation	534
Determination of Graduation Requirements	534
Residence Requirements	534
Departmental or School Honors	535
Latin Honors	535
Graduate	535
Honor Code	535
Acceptance as a Degree Candidate	535
Continuous Matriculation	535
Academic Advising	536
Academic Residence	536
Credits	536
Credit Hours	536
Course Policies and Practices	536
Course Numbering System	537
Auditing Courses	537
Removal from Courses	537
Grades	538
Grading System	538
Unfinished Course Work	538
What Grades Signify	539
Other Transcript Designations	539
Grade Changes	540
Leave of Absence	540
Withdrawal from the University	541
Determination of Graduation Requirements	541
Residence Requirements	541
XVI. Faculty	542
Emeriti	559
Recent Honorary Degree Recipients	563
Board of Trustees	565
Officers of Administration	566
Directions to Campus	567
Garden City Campus Directory/Map	570

Academic Calendar 2011-2012

Academic Calendar 2011-2012

Fall 2011

August 31

Classes Begin – Fall 2011

September 3 – 4

Labor Day Weekend – No Classes

September 5

Labor Day – No Classes

September 10

Saturday courses need to add an additional 15 minutes to each course meeting, to meet state requirements

September 11

Sunday courses need to add an additional 15 minutes to each course meeting, to meet state requirements

September 13

Late Registration Ends
Last Day to Add a Class

September 20

Final Date for Submission of Graduation Applications for January 2012

September 28

Last Day to:
Drop a Class
Change Course Grading Option
Add an Independent Study
Process Course Section Change

October 10

Open Planning for Spring 2012 Begins

November 2

Last Day to Withdraw from a Class

November 3 – 4

Graduate Priority Registration for Spring 2012 Begins

November 7 – 11

Undergraduate Priority Registration for Spring 2012 Begins

November 23

No Classes Held

November 24

Thanksgiving Break – No Classes

November 25 – 27

Thanksgiving Break – No Classes

December 13

Make-Up Day (Available to faculty to schedule for a missed class) No Regular Classes Held

December 14

Make-Up Day (Available to faculty to schedule for a missed class) No Regular Classes Held

December 15

Finals Begin

December 21

Finals End
Last Day of Fall 2011 Classes

December 22

Emergency Day – If necessary, the Registrar's Office will announce the re-scheduling of December 15th finals

Spring 2012**January 2**

Classes Begin – Intersession 2012

January 16

Martin Luther King, Jr. Day – No Classes

January 22

Classes End – Intersession 2012

January 23

Classes Begin – Spring 2012

February 6

Late Registration Ends

Last Day to Add a Course

February 7

Final Dates to Submit May and August 2012
Graduation Applications (to have name appear
in commencement booklet)

February 21

Last Day to:

Drop a Course

Change Course Grading Option

Add an Independent Study

Process Course Section Change

March 5

Open Planning for Summer and Fall 2012

March 12 – 18

Spring Break – No Classes

Summer 2012 – Session I**May 28**

Memorial Day (Observed) – No Classes

May 29

Classes Begin – Summer I 2012

July 2

Last Day of Classes – Summer I 2012

March 27

Last Day to Withdraw from a Class

April 5 – 6

Graduate Priority Registration for Summer and
Fall 2012 Begins

April 9 – 13

Undergraduate Priority Registration for
Summer and Fall 2012 Begins

April 16

Research Day – No Classes

May 8

Make-up Day (Available for faculty to
schedule for a missed class)

No Regular Classes Scheduled

May 9-10

Emergency Days Scheduled by the Registrar if
necessary

May 11

Finals Begin

May 17

Finals End

Last Day of Spring 2012 Classes

Doctoral Hooding Ceremony

May 18

Commencement

Summer 2012 – Session II**July 4**

Independence Day – No Classes

July 9

Classes Begin – Summer II 2012

August 12

Last Day of Classes – Summer II 2012

**Dates are subject to change. Please consult the website for the latest dates.*

I.



AN ADELPHI
EDUCATION

An Adelphi Education

adelphi.edu/about

Adelphi University: Providing unique learning opportunities for intellectual, cultural, and social growth

Adelphi University provides students with a global learning experience that fully prepares them for a successful, fulfilling career through innovative programming, dedicated faculty, comprehensive support and services, and diverse learning opportunities. Adelphi students graduate with the tools to compete and excel in their chosen industry, and the skills to engage and assess the needs of their communities.

With an ethnically diverse student body recruited from 41 states and 48 countries, Adelphi provides an atmosphere that encourages cultural exchange and personal and professional growth. Students also benefit from the rich intellectual and social opportunity, and creative energy of nearby New York City.

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

A Brief History of Adelphi University

Adelphi University's roots reach back to 1863 and the founding of the Adelphi Academy, a private preparatory school in 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.

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 Adelphi's 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 100 years Adelphi grew and changed significantly. In 1929, Adelphi University became the first private, coeducational institution of higher education on Long Island. Since that time, more than 100,000 students have passed through our doors, leaving their mark on the University and the world beyond.

Today, Adelphi is thriving. Our colleges and schools include the College of Arts and Sciences; the Gordon F. Derner Institute of Advanced Psychological Studies; the Honors College; the School of Business; Ruth S. Ammon School of Education; School of Nursing; School of Social Work; and University College. With new leadership, we have reinvigorated our academic community and invested in our future. Our faculty is leading the way to ensure that our students receive the finest education in the region and that Adelphi continues to serve as a vital resource to our local communities. As we turn our strategic plan into a vision for our future, the campus community has come together to accomplish mutual goals centered on scholarship and student achievement.

While universities around the country have been eliminating faculty, Adelphi has hired more than 280 new professors since 2001. Current full-time and part-time faculty total 956, with a student/faculty ratio of 10:1. To ensure that our scholars have the resources needed to reach their goals, we have invested millions of dollars in infrastructure. We have renovated our facilities; upgraded our technology and created smart classrooms; dramatically improved our libraries—both facilities and collections; and invested in new equipment, including state-of-the-art lasers for two new physics laboratories, new pianos from Steinway & Sons, enhanced digital music facilities to support our music and performing arts programs, and built and opened in spring 2006, the 18,000-square-foot Adele and Herbert J. Klapper Center for Fine Arts. In 2006, the University broke ground on an ambitious campus expansion project, now completed. The project added new Centers for Performing Arts and Recreation and Sports; an outdoor sports complex; the Alice Brown Early Learning Center; and additional parking.

Scholars throughout the University are making significant contributions to their disciplines. In recent years, Adelphi faculty members have been recognized as Fulbright Scholars and Hartford Scholars, and have received funding from the National Endowment for the Humanities and the National Science Foundation. The School of Social Work is accredited for the maximum time that the accrediting agency grants. In fact, our School of Social Work was reaccredited with no recommendations for improvement by the Council on Social Work Education's site evaluation committee, and the School's self-study document so impressed the council that it is now used as a model in reaccreditation training sessions for other programs.

Currently, over 8,600 students are thriving in our classrooms, in our programs, and on our sports fields at the main Garden City campus and at centers in New York City, Hauppauge, and Poughkeepsie. Our students have gone on to achieve awards and national recognition for their scholarship, service, and leadership.

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

Off-Campus Centers

To meet the needs of students and the wider community, Adelphi extends its reach beyond the Garden City campus through its centers in Manhattan; Hauppauge, and the Hudson Valley, as well as through a variety of off-site programs in diverse locales throughout the metropolitan region.

Manhattan Center

Adelphi University's Manhattan Center, at 75 Varick Street on the corner of Varick and Canal Streets, is located in a historic district noted for its cast-iron architecture and as a home to artists, galleries, avant-garde dance companies, and performance artists. Although originally associated with the arts, this SoHo neighborhood on the border of TriBeCa has since become famous for both retail shopping and its proximity to Downtown Manhattan, the financial capital of the world. It has become an archetypal example of inner-city regeneration and gentrification encompassing socio-economic, cultural, political and architectural developments.

The Center, a contemporary facility, encompasses more than 31,000 square feet of classrooms, conference rooms, student lounge areas, technology labs, a research branch library, a photography gallery, 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, literature, and social work. Graduate course work is offered in social work and education (including childhood/elementary education, adolescent education, early childhood education, special education, bilingual/TESOL, communication disorders/speech language pathology, and educational administration/technology).

Students are supported by full-time academic advisers and financial aid counselors, as well as multimedia rooms 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.

Hauppauge Center

Adelphi University's Hauppauge Education and Conference 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. Graduate programs are offered in social work, psychology, school psychology, industrial/organizational psychology, childhood special education, and business. On-site resources include advisers, library services, computer lab, and multimedia conference rooms.

Hudson Valley Center

Adelphi's Hudson Valley Center is centrally located in Poughkeepsie, New York. The Center serves the entire Hudson Valley region and nearby counties in Connecticut. The Hudson Valley Center has embraced a tradition of quality social work education for more than 30 years. The Center's strong academic foundation is enhanced by close working relationships with social service agencies throughout the Hudson Valley. The faculty, staff, and administration provide individualized internship planning, professional and academic advisement. Graduates of the Center's M.S.W. program go on to work in the region's most renowned agencies and provide an ever-expanding network of contacts for students. The Hudson Valley program offers individuals living and working in the region an opportunity to pursue their graduate social work education in a convenient location, as either full-time or part-time students. Courses are offered on weekday evenings and on Saturday. Criteria for admission, course content, and program requirements are identical to those at the Garden City campus.

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
 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.)

Off-Campus Centers Graduate Programs of Study**Manhattan Center**

Master of Social Work (M.S.W.)
 Education—all graduate programs excluding adolescent education and physical education
 Master of Business Administration (M.B.A.)

Hauppauge Center

Master of Social Work (M.S.W.)
 Master of Arts (M.A.) in General Psychology
 Master of Arts (M.A.) in School Psychology
 Master of Business Administration (M.B.A.)
 Master of Science (M.S.) in Childhood Special Education

Hudson Valley

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

Cultural and Campus Life

See Bulletin section for Cocurricular and Student Life

Colleges and Schools of the University

College of Arts and Sciences

For 114 years, the Adelphi University College of Arts and Sciences has offered students a rigorous education in the liberal arts and sciences. Today, the College enrolls more than 1,800 undergraduate and graduate students and offers degrees in 37 disciplines. The College's undergraduate curriculum, which includes a broad general education program and advanced courses in each discipline, prepares graduates who are critical thinkers and leaders ready to address the needs of an increasingly global society. Both undergraduate and graduate students study and conduct research with award-winning faculty scholars and artists in a diverse and welcoming setting. Hundreds of internships and field opportunities enable students to apply their knowledge in their chosen careers. Working closely with faculty mentors, students gain the expertise and skills essential to further career advancement.

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 certificates in its postgraduate programs in psychotherapy and psychoanalysis including adult; child, adolescent and family; group psychotherapy; marriage and couple therapy; psychodynamic supervision 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 for undergraduate students 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. Graduates have proved the college worthy of this honor, gaining admission for graduate and professional study at Harvard, Yale, MIT, 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. 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-growing population. Business knowledge has become an all-important factor not only in corporate enterprises, but also in government, and not-for-profit entities. The School believes that the best business leaders are those who enjoy an intellectual challenge; have a deep appreciation of the theoretical and the practical; understand today's realities and tomorrow's possibilities; and see the link between the skills they learn and the character they display. The School is accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

The school has two departments: Accounting, Finance and Economics; and Management, Marketing and Decision Sciences. The school offers six undergraduate degree programs, one five-year BBA/MBA program, a traditional MBA degree as well as an accelerated MBA degree, and three certificate programs. In addition the school also offers four minors in business, and six clusters in business for non-business majors.

Ruth S. Ammon School of Education

The Adelphi University Ruth S. Ammon School of Education is dedicated to providing students with the skills and techniques necessary to meet the challenges of teaching and working in a complex, multicultural society. The School's innovative curriculum combines liberal arts and sciences with professional training and community service to provide a firm foundation for teachers and professionals in related fields. The curriculum is built upon the core values of scholarship, reflective practice, social justice, inclusive community, wellness, and creativity and the arts.

The School is composed of three major departments: Communication Sciences and Disorders, Curriculum and Instruction, and Health Studies, Physical Education and Human Performance Science. Although the School of Education offers a variety of teacher education programs leading to teacher certification, the School also offers pre-school certification, education leadership certification, certificates and advanced certificates in literacy and special education, as well as programs outside of teacher certification, including sport management, exercise science, pre-physical therapy, speech therapy, community health promotion, and audiology.

In 1995, the School introduced the Scholar 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. Health and Physical Education are also offered as four-year teacher certification programs as a dual certificate or separately. The School was named in 2006 for alumna Ruth S. Ammon '42, following an \$8.5 million gift by her daughter, University Trustee Carol A. Ammon, M.B.A. '79.

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

School of Nursing

For more than six decades, the Adelphi University School of Nursing has been at the forefront of preparing students with the skills, knowledge, and specialized education to succeed as qualified caregivers and leaders in the healthcare field. The first school of nursing on Long Island to offer a baccalaureate degree, it currently offers Long Island's only Ph.D. in nursing. Innovative bachelor's and master's degree programs blend theory, research, clinical practice, and community service, enabling students to excel in their chosen specialties. Highly accomplished and dedicated faculty members ensure that students are well versed in the advances in practice, knowledge, and technology that are transforming the healthcare profession. Extensive school and community partnerships provide diverse, career-enhancing fieldwork opportunities.

School of Social Work

For more than 60 years, the Adelphi University School of Social Work has been at the forefront of preparing social workers through its B.S.W., M.S.W., and Ph.D. programs at its Garden City campus and at the Manhattan, Hauppauge, and Hudson Valley Centers. The School of Social Work prepares professional social workers for the human services. 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.

In addition, the professional education program offers a wide range of workshops and certificate programs for social workers and other human services professionals to enrich their knowledge and skills. School of Social Work faculty are regarded by their students as excellent teachers. They are known nationally and internationally in their research areas and have published extensively. The School's highly regarded community partnerships and initiatives include the acclaimed Adelphi New York State Breast Cancer Hotline and Support Programs and the Long Island Center for Nonprofit Leadership.

University College

Adelphi's University College offers innovative instructional programs that accommodate the needs of busy working adults and meet the highest standards of academic excellence. University College offers associate's, bachelor's, certificate and graduate levels of degree

programs. The programs of study incorporate the latest in instructional technology and are designed to have an immediate impact on a student's life and career. Students receive personalized attention from dedicated faculty with extensive teaching experience and can select from a wide variety of highly relevant degree, certificate, and non-credit programs tailored to their needs. Courses are offered nights, weekends, online, in accelerated scheduling formats, and at Adelphi's three campus sites in Garden City, Hauppauge, and Manhattan to accommodate the busy scheduling needs of working adults.

Department Codes

Numeric department codes are used when registering for courses, and three letter department codes are used on transcripts. The tables below, sorted two ways, show the correspondence between these coding schemes.

Ordered Numerically by Department

Dept.#	Code	Description
0083	HON	HONORS
0101	AAS	AFRICAN AMERICAN STUDIES
0103	ANT	ANTHROPOLOGY
0104	ART	ART
0105	BIO	BIOLOGY
0106	CHE	CHEMISTRY
0108	COM	COMMUNICATIONS
0111	ARH	ART HISTORY
0112	EAS	EARTH SCIENCE
0122	ENG	ENGLISH
0124	CLA	CLASSICS
0125	ENV	ENVIRONMENTAL STUDIES
0127	ESL	ENGLISH AS A SECOND LANGUAGE
0128	FRE	FRENCH
0129	CHI	CHINESE MANDARIN
0130	GER	GERMAN
0131	GRK	GREEK
0132	HEB	HEBREW
0133	GNA	GENERAL STUDIES A&S
0136	HIS	HISTORY
0137	IDC	INTERDISCIPLINARY STUDIES
0138	ITA	ITALIAN
0139	LAN	LANGUAGES
0140	LAT	LATIN
0141	JPN	JAPANESE
0142	LIN	LINGUISTICS
0144	MTH	MATHEMATICS
0145	CSC	COMPUTER SCIENCE
0148	MTP	MATH TEACHERS PROGRAM
0154	PHI	PHILOSOPHY
0156	PHY	PHYSICS
0158	POL	POLITICAL SCIENCE
0160	POR	PORTUGUESE
0169	RUS	RUSSIAN
0170	SOC	SOCIOLOGY
0172	SPA	SPANISH
0187	ISP	INTERNATIONAL STUDIES PROGRAM
0191	PFD	DANCE
0192	PFA	PERFORMING ARTS - ACTING
0193	PTD	PERF ARTS-TECH THEATRE & DESIGN

0195	MUA	MUSIC THEORY
0196	MUH	MUSIC HISTORY
0197	MUO	MUSIC PERFORMANCE GROUPS
0198	MUP	MUSIC PRIVATE INSTRUCTION
0199	MUE	MUSIC EDUCATION
0201	ACC	ACCOUNTING
0202	BKG	BANKING
0203	ECA	ECONOMICS
0204	BUS	BUSINESS ADMINISTRATION
0205	BST	BUSINESS TECHNOLOGY
0206	HSA	HEALTH SERVICES ADMINISTRATION
0207	OPR	OPERATIONS
0208	HRM	HUMAN RESOURCE MANAGEMENT
0209	FIN	FINANCE
0210	MGT	MANAGEMENT
0211	BSL	BUSINESS LAW
0212	MKT	MARKETING
0213	BFD	BUSINESS FUNDAMENTALS
0214	INT	INTEGRATIVE EXPERIENCE
0216	SPM	SPORT MANAGEMENT
0302	NUR	NURSING
0404	SWK	SOCIAL WORK
0501	PIA	PSYCHOLOGY
0502	MPS	MASTERS PROGRAM IN PSYCHOLOGY
0503	PSI	ADVANCED PSYCHOLOGICAL STUDIES
0504	SPY	SCHOOL PSYCHOLOGY
0505	PST	POSTGRADUATE CERTIFICATE PGM
0507	PMH	MENTAL HEALTH COUNSELING
0602	ABL	ADULT BAC LEARNING EXPERIENCE
0606	ACG	UC CRIMINAL JUSTICE
0611	AHS	UC HUMANISTIC STUDIES
0612	ANS	UC NATURAL SCIENCE
0613	ASO	UC SOCIAL SCIENCE
0615	AMC	UC MGMT & COMMUNICATIONS
0616	UEM	EMERGENCY MANAGEMENT
0620	GSE	GENERAL STUDIES ENGLISH
0621	GSH	GENERAL STUDIES HISTORY
0623	GSS	GENERAL STUDIES SOCIAL SCIENCE
0625	GSM	GENERAL STUDIES MATH & SCIENCE
0635	ENY	NYSUT EDUCATION
0637	UCI	UC-INTERDISCIPLINARY STUDIES
0801	EDU	EDUCATION
0802	ELY	EDUCATION - LITERACY
0803	EAR	EDUCATION - ART
0804	EBE	EDUCATION - BILINGUAL ED
0805	EDS	EDUCATION - EDUCATION STUDIES
0806	EDL	EDUCATIONAL LEADERSHIP & TECH
0807	ECH	EDUCATION - ELEMENTARY ED
0809	EDO	EDUCATION - ADOLESCENT ED
0810	EEC	EDUCATION - SPECIAL EDUCATION
0811	WRT	CLA ENGLISH REQUIREMENTS
0812	ETF	EDUCATION - TEACHING FELLOWS
0814	EYC	EDUCATION - EARLY CHILDHOOD
0820	ECS	EDUCATION - EARLY CHILD SPECED
0834	HED	HEALTH STUDIES
0836	EST	EDUCATION - STEP
0852	PED	PHYSICAL EDUCATION
0853	PES	PHYSICAL EDUCATION - SKILLS
0874	SPD	COMMUNICATION SCIENCES
0876	SPE	COMMUNICATION SCIENCES - ARTS

0878	SPH	COMMUNICATION SCI - PATHOLOGY
0879	AUD	COMMUNICATION SCIENCES
0952	GEN	FRESHMAN EXPERIENCE
0960	LGS	LEVERMORE GLOBAL SCHOLARS

Ordered Alphabetically by Department Description

Dept.#	Code	Description
0201	ACC	ACCOUNTING
0602	ABL	ADULT BAC LEARNING EXPERIENCE
0503	PSI	ADVANCED PSYCHOLOGICAL STUDIES
0101	AAS	AFRICAN AMERICAN STUDIES
0103	ANT	ANTHROPOLOGY
0104	ART	ART
0111	ARH	ART HISTORY
0202	BKG	BANKING
0105	BIO	BIOLOGY
0204	BUS	BUSINESS ADMINISTRATION
0213	BFD	BUSINESS FUNDAMENTALS
0211	BSL	BUSINESS LAW
0205	BST	BUSINESS TECHNOLOGY
0106	CHE	CHEMISTRY
0129	CHI	CHINESE MANDARIN
0811	WRT	CLA ENGLISH REQUIREMENTS
0124	CLA	CLASSICS
0878	SPH	COMMUNICATION SCI - PATHOLOGY
0874	SPD	COMMUNICATION SCIENCES
0879	AUD	COMMUNICATION SCIENCES
0876	SPE	COMMUNICATION SCIENCES - ARTS
0108	COM	COMMUNICATIONS
0145	CSC	COMPUTER SCIENCE
0191	PFD	DANCE
0112	EAS	EARTH SCIENCE
0203	ECA	ECONOMICS
0801	EDU	EDUCATION
0809	EDO	EDUCATION - ADOLESCENT ED
0803	EAR	EDUCATION - ART
0804	EBE	EDUCATION - BILINGUAL ED
0820	ECS	EDUCATION - EARLY CHILD SPECED
0814	EYC	EDUCATION - EARLY CHILDHOOD
0805	EDS	EDUCATION - EDUCATION STUDIES
0807	ECH	EDUCATION - ELEMENTARY ED
0802	ELY	EDUCATION - LITERACY
0810	EEC	EDUCATION - SPECIAL EDUCATION
0836	EST	EDUCATION - STEP
0812	ETF	EDUCATION - TEACHING FELLOWS
0806	EDL	EDUCATIONAL LEADERSHIP & TECH
0616	UEM	EMERGENCY MANAGEMENT
0122	ENG	ENGLISH
0127	ESL	ENGLISH AS A SECOND LANGUAGE
0125	ENV	ENVIRONMENTAL STUDIES
0209	FIN	FINANCE
0128	FRE	FRENCH
0952	GEN	FRESHMAN EXPERIENCE
0133	GNA	GENERAL STUDIES A&S
0620	GSE	GENERAL STUDIES ENGLISH
0621	GSH	GENERAL STUDIES HISTORY
0625	GSM	GENERAL STUDIES MATH & SCIENCE
0623	GSS	GENERAL STUDIES SOCIAL SCIENCE

0130	GER	GERMAN
0131	GRK	GREEK
0206	HSA	HEALTH SERVICES ADMINISTRATION
0834	HED	HEALTH STUDIES
0132	HEB	HEBREW
0136	HIS	HISTORY
0083	HON	HONORS
0208	HRM	HUMAN RESOURCE MANAGEMENT
0214	INT	INTEGRATIVE EXPERIENCE
0137	IDC	INTERDISCIPLINARY STUDIES
0187	ISP	INTERNATIONAL STUDIES PROGRAM
0138	ITA	ITALIAN
0141	JPN	JAPANESE
0139	LAN	LANGUAGES
0140	LAT	LATIN
0960	LGS	LEVERMORE GLOBAL SCHOLARS
0142	LIN	LINGUISTICS
0210	MGT	MANAGEMENT
0212	MKT	MARKETING
0502	MPS	MASTERS PROGRAM IN PSYCHOLOGY
0148	MTP	MATH TEACHERS PROGRAM
0144	MTH	MATHEMATICS
0507	PMH	MENTAL HEALTH COUNSELING
0199	MUE	MUSIC EDUCATION
0196	MUH	MUSIC HISTORY
0197	MUO	MUSIC PERFORMANCE GROUPS
0198	MUP	MUSIC PRIVATE INSTRUCTION
0195	MUA	MUSIC THEORY
0302	NUR	NURSING
0635	ENY	NYSUT EDUCATION
0207	OPR	OPERATIONS
0193	PTD	PERF ARTS-TECH THEATRE&DESIGN
0192	PFA	PERFORMING ARTS - ACTING
0154	PHI	PHILOSOPHY
0852	PED	PHYSICAL EDUCATION
0853	PES	PHYSICAL EDUCATION - SKILLS
0156	PHY	PHYSICS
0158	POL	POLITICAL SCIENCE
0160	POR	PORTUGUESE
0505	PST	POSTGRADUATE CERTIFICATE PGM
0501	PIA	PSYCHOLOGY
0169	RUS	RUSSIAN
0504	SPY	SCHOOL PSYCHOLOGY
0404	SWK	SOCIAL WORK
0170	SOC	SOCIOLOGY
0172	SPA	SPANISH
0216	SPM	SPORT MANAGEMENT
0606	ACG	UC CRIMINAL JUSTICE
0611	AHS	UC HUMANISTIC STUDIES
0615	AMC	UC MGMT & COMMUNICATIONS
0612	ANS	UC NATURAL SCIENCE
0613	ASO	UC SOCIAL SCIENCE
0637	UCI	UC-INTERDISCIPLINARY STUDIES

Undergraduate Program Information

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.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, its HEGIS Code, and CIP Code. Students are advised that enrollment in other than registered or otherwise approved programs may jeopardize their eligibility for certain student aid awards.

Definitions:			
<ul style="list-style-type: none"> • The <i>New York State Program Code</i> is the number on the Inventory of Registered Programs that are approved for degree granting by the New York State Department of Education. • The <i>HEGIS Code</i> (Higher Education General Information Survey) was set up as part of the Integrated Postsecondary Education Data System by the U.S. Department of Education's Institute of Education Sciences. • The <i>CIP Code</i> (Classification of Instructional Programs) is a taxonomic scheme developed by the U.S. Department of Education's National Center for Educational Statistics to support accurate tracking, assessment, and reporting of fields of study and programs completions activity. 			

<i>Degree Name</i>	<i>New York State Program Code</i>	<i>HEGIS Code</i>	<i>CIP Code</i>
<i>Associate of Arts (A.A.)</i>			
Liberal Arts	04182	5649.00	24.0101
<i>Associate of Science (A.S.)</i>			
Emergency Services Administration	31711	2199.00	44.9999
<i>Bachelor of Arts (B.A.)</i>			
Anthropology	04174	2202.00	45.0201
Art	04110	1002.00	50.0799
Art Education	23163	0831.00	13.1302
Art History	32976	1003.00	50.0703

Biology	04086	0401.00	26.0101
Chemistry	04154	1905.00	40.0501
Communications	04094	0601.00	09.0199
Communication Disorders	04127	1220.00	51.0204
Dance	04114	1008.00	50.0301
Economics	04175	2204.00	45.0601
English	04132	1501.00	23.0101
Environmental Studies	19055	0420.00	03.0103
Fine Arts	78090	1099.00	50.9999
French	04117	1102.00	16.0901
History	04091	2205.00	54.0101
Interdisciplinary Studies	22295	4999.00	30.9999
International Studies	22297	2299.00	30.2001
Latin American Studies	78856	0308.00	05.0107
Literature	78096	4903.00	24.0103
Mathematics	04139	1701.00	27.0101
Natural Sciences	78094	4902.00	30.0101
Philosophy	04137	1509.00	38.0101
Physics	04148	1902.00	40.0801
Political Science	04179	2207.00	45.1001
Psychology	04162	2001.00	42.0101
Social Sciences	78092	2201.00	45.0101
Sociology	04181	2208.00	45.1101
Spanish	04120	1105.00	16.0905
<i>Bachelor of Business Administration (B.B.A.)</i>			
Accounting	04090	0502.00	52.0301
Management	04093	0506.00	52.0201
<i>Bachelor of Fine Arts (B.F.A.)</i>			
Dance	78386	1008.00	50.0301
Studio Art	31304	1002.00	50.0799
Theatre Arts	76177	1007.00	50.0501
<i>Bachelor of Science (B.S.)</i>			
Biochemistry	89304	0414.00	26.0202
Biology	04085	0401.00	26.0101
Business	78089	0599.00	52.9999
Chemistry	04155	1905.00	40.0501
Computer and Information Management Systems	27647	0702.00	11.0401

Computer Science	79405	0701.00	11.0101
Criminal Justice	26699	2105.00	43.0104
Emergency Services Administration	31712	2199.00	44.9999
Exercise Science	28976	1299.30	31.0504
Finance	04123	0504.00	52.0801
Financial Planning (University College)	89021	0505.00	52.0807
Interdisciplinary Studies	22296	4999.00	30.9999
Marketing	33658	0509.00	08.0708
Mathematics	04140	1701.00	27.0101
Music	04113	1005.00	50.0901
Music Education	33931	0832.00	13.1312
Natural Sciences	78095	4902.00	30.0101
Nursing	04125	1203.00	51.1601
Nursing	85080	1203.10	51.1699
Physical Education	23164	0835.00	13.1314
Physical Education and Health Education	23165	0835.00	31.0599
Physics	04147	1902.00	40.0801
Social Science	78093	2201.00	45.0101
Sports Management	33785	1299.30	31.0504
<i>Bachelor of Arts (B.A.)/Master of Arts (M.A.)</i>			
Scholars Teacher Education Program (STEP) (Adolescent or Childhood Education)	23167	0801.00	13.0101
<i>Bachelor of Business Administration (B.B.A.)/ Master of Business Administration (M.B.A.)</i>			
Accounting/Management	31988	0502.00	52.0301
<i>Bachelor of Science (B.S.)/Master of Arts (M.A.)</i>			
Scholars Teacher Education Program (STEP) (Adolescent or Childhood Education)	23166	0801.00	13.0101
<i>Bachelor of Social Work (B.S.W.)</i>			
Social Work	04171	2104.00	44.0701

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.

Current Academic Minors:

- **African, Black and Caribbean Studies***
 - **Anthropology**
 - **Anthropology: Forensic Anthropology***
 - **Art: Fine Arts (Studio Arts)**
 - **Art History**
 - **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**
- **Chemistry**
 - **Communications**
- Communications also offers a set of concentrations:*
- **Journalism**
 - **Media Studies**
 - **Moving Image Arts**
- **Computer Science**
- Computer Science also offers a set of concentrations:*
- **Game Development**
 - **Information Security**
- **Dance**
 - **Economics**
 - **English**
 - **Environmental Studies**
 - **European Studies***
- **Exercise Science**
 - **French**
 - **Gender Studies***
 - **Health Education**
 - **History**
 - **Human Resource Management**
 - **Latin American Studies**
 - **Italian***
 - **Marketing**
 - **Mathematics**
 - **Music**
- Music offers a concentration in:*
- **Composition**
- **Peace Studies***
 - **Philosophy**
 - **Physical Education`**
 - **Physics**
 - **Political Science**
 - **Psychology**
 - **Public Service***
 - **Sociology**
 - **Spanish**
 - **Sport Management**
 - **Theatre: Acting**
 - **Theatre: Design/Technical**

* Offered as minors only.

General Education Program of Study

Science Building, Room 123A

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

e - shopsis@adelphi.edu

Adelphi University's wide variety of undergraduate programs provide students with extensive knowledge and skills in their particular disciplines. Also part of the mission of the University is to provide its students with the skills and knowledge that all individuals need to lead good and productive lives and to become valuable citizens of their communities. These aims are addressed explicitly in the General Education program, a set of course requirements designed to ensure that Adelphi graduates have the knowledge and the skills to be successful throughout their lives.

Beginning in fall 2011, we are phasing in a new set of General Education requirements that revise those put into place in fall 1999. These requirements will apply only to new first year students entering in that semester. They apply to new first year students in all succeeding semesters, and to new transfer students entering in fall 2012 and thereafter.

The Faculty has passed a reformed general education program in which course requirements provide breath via distribution requirements while aligning with the undergraduate general learning goals. ensuring that students receive direct instruction and feedback in six fundamental areas: Information Literacy, Critical and Integrative Thinking, Communication, Quantitative Reasoning, Artistic Understanding and Practice, and Global Learning/Civic Engagement. Our intention is that these requirements will both insure that all students receive some instruction in these areas, and focus students' attention to the teaching and learning in these areas that occurs in many of our courses.

The new program differs from the former program in two major ways:.

- It is based on course content, rather than on the department or program that offers the course.
- It specifies the skills and knowledge that students are to learn, and identifies the courses that teach and assess these. (Some courses satisfy more than one requirement.)

Because the two programs will overlap during the period beginning in fall 2011 and ending when undergraduates who entered under the "current" program have left the University, both programs are outlined below.

Both programs share the following requirements:

In the first semester of the freshman year students will take a one-credit course entitled **First Year Orientation Experience [GEN (0952) 100]**. 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 [**ENG (0122) 107**] 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** [**GEN (0952) 110**]. 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 areas of expertise. The seminar format provides opportunity for extensive discussion and writing assignments that will promote the development of critical thinking skills. Although a wide range of subject choices is available to students, each seminar has the common goal of improving students' awareness of global issues and appreciation of the range and value of human diversity.

Additional requirements for students matriculating prior to fall 2011:

The ENG (0122) 107 course described above is considered a *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 *second competency* requirement by selecting one of the following courses:

Computer Use, CSC (0145) 170; English as a Second Language, ESL (0127) 111 or 112, permission required; an additional English composition course, ENG (0122) 108, 109, or 110; Foreign Languages, third-semester level (121) or higher; Critical Thinking Skills, PHI (0154) 105; Statistics, MTH (0144) 113 or 114; or Public Speaking, SPE (0876) 110 or 112.

Students are encouraged to complete this requirement early in the 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 current 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 (e.g., 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 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.

Additional requirements in the new (learning goal-based) program (for students matriculating fall 2011, and later, and for Transfer students beginning fall 2012):

Distribution Course Requirement

- Two courses in the Arts
- Two courses in the Humanities
- Two courses in the Social Sciences
- One course in Natural Science
- One course in Formal Science

Learning Goal Requirements

- Two course in Communication. One may be in Oral Communication (Co). At least one must be in Written Communication (Cw)
- Two courses in Quantitative Reasoning (Q)
- Two courses in Global Learning/Civic Engagement (G)
- One course in information Literacy (L)

NOTE: Some courses satisfy multiple requirements, for distribution and learning goal requirements.

Courses that fulfill these requirements appear on a list on our web site and may be searched for on course listings or in *Course Search*, both accessible via *CLASS* on the electronic portal, E-campus.

Transfer Students

Transfer students may be exempt from some of these requirements and will receive credit for courses taken at other institutions that are equivalent to Adelphi's General Education courses. University advisers and admissions officers can counsel students in these matters. Specific requirements for transfer students are also available on the University's Web site at admissions.adelphi.edu/UGrad/tr_info.php.

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. (These may include courses taken at the prior institution from which they have earned credits.)

Under this program, courses taken at other institutions after a student matriculates at Adelphi may not be used to fulfill learning goal requirements.

In summary, *for students matriculating prior to fall 2011*, the credit and course requirements in General Education requirements are:

1. GEN (0952) 100, First Year Orientation Experience, 1 credit
2. GEN (0952) 110, First Year Seminar, 3 credits
3. ENG (0122) 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

For students matriculating commencing fall 2011 and for transfer students in fall 2012, the numbers of credits and courses required to fulfill General Education requirements are variable because a single course may fulfill up to two Learning Goal Requirements and one distribution requirement; the requirements are for courses, rather than credits.

Undergraduate Language Requirements:

The language requirements have changed. They depend upon a students' matriculation date. For students entering in:

Fall 2009:

- All incoming freshmen have to meet a Level 4 language competency if they are majoring in the College of Arts & Sciences with a B.A. degree.
- Freshmen that are in the STEP program, who are majoring in the College of Arts & Sciences with a B.A. degree, will need to meet a Level 3 language competency.
- Transfer students are exempt from meeting the language requirement.

Fall 2010:

- All freshmen, including those in the STEP program, have to meet a Level 4 language competency if they are majoring in the College of Arts & Sciences with a B.A. degree.
- Transfer students, excluding those in the STEP program, have to meet a Level 4 language competency if they are majoring in the College of Arts & Sciences with a B.A. degree.
- STEP transfer students majoring in the College of Arts & Sciences with a B.A. degree will need to meet a Level 3 language competency.

Fall 2011:

- Both freshmen and transfer students, including those in the STEP program, have to meet

Level 4 language competency if they are majoring in the College of Arts & Sciences with a B.A. degree.

Fall 2012:

- Both freshmen and transfer students, including those in the STEP program, have to meet Level 4 language competency if they are majoring in the College of Arts & Sciences with a B.A. degree.

Level 3 and Level 4 language requirements may be met by evidence of transfer college level language credit, by on-line exam (under Adelphi supervision), or by taking relevant language courses at Adelphi. You may view details at <http://Students.Adelphi.edu/gettingstarted/foreignlanguage.php>.

UNDERGRADUATE CAPSTONE REQUIREMENT

Every undergraduate is required to complete a capstone course or project as a requirement for graduation. The particular requirement is determined by the major in which the student is enrolled.

The capstone is a culminating course or project in which students are expected to integrate their learning and produce a significant piece of intellectual work, such as a research project, a policy paper, an art object, or some similar product that demonstrates their learning. The experience may be organized in any number of ways, including senior seminars, group or individual research projects, presentations, exhibitions, performances, independent study, portfolios, or internships.

Graduate Program Information

Table of Graduate Degrees with New York State Program Codes

The University awards the following graduate degrees to students who fulfill all degree requirements. Students are advised that enrollment in programs that are not registered or approved programs may jeopardize their eligibility for certain student aid awards. Following each graduate degree is its New York State Program Code, HEGIS Code and CIP Code.

Definitions:			
<ul style="list-style-type: none"> • The <i>New York State Program Code</i> is the number on the Inventory of Registered Programs that are approved for degree granting by the New York State Department of Education. • The <i>HEGIS Code</i> (Higher Education General Information Survey) was set up as part of the Integrated Postsecondary Education Data System by the U.S. Department of Education's Institute of Education Sciences. • The <i>CIP Code</i> (Classification of Instructional Programs) is a taxonomic scheme developed by the U.S. Department of Education's National Center for Educational Statistics to support accurate tracking, assessment, and reporting of fields of study and programs completions activity. 			

<i>Degree Name</i>	<i>New York State Program Code</i>	<i>HEGIS Code</i>	<i>CIP Code</i>
<i>Doctor of Arts (D.A.)</i>			
Communication Disorders	14897	1220.00	51.0204
<i>Doctor of Audiology (Au.D.)</i>			
Audiology	29010	1220.00	51.0204
<i>Doctor of Philosophy (Ph.D.)</i>			
Clinical Psychology	04165	2003.00	42.0201
Nursing	81377	1203.10	51.1608
Social Work	04170	2104.00	44.0701
<i>Master of Arts (M.A.)</i>			
Alternative Certification in Urban Education Studies (Trans B)	24638	0899.50	13.9999
Art	04111	1002.00	50.0799
Art Education	24640	0831.00	13.1302
Childhood Education	24639	0802.00	13.1202
Communications	84167	0601.00	09.0101

Community Health Promotion	77145	0837.00	51.2208
Early Childhood Education In-Service	27798	0823.00	13.1210
Early Childhood Education Pre-Certification	27800	0823.00	13.1210
Educational Leadership	28948	0828.00	13.0404
Elementary Teachers Pre-K–6 In-Service	04095	0802.00	13.1202
English Education 7-12	28912	1501.01	13.1305
Health Education	24572	0837.00	13.1307
Health Education (GATE)	24571	0837.00	13.1307
Mathematics Education 7–12	28911	1701.01	13.1311
Mental Health Counseling	28920	2104.10	51.1508
Physical Education (GATE)	24573	0835.00	13.1314
Psychology	04161	2001.00	42.0101
School Psychology	27525	0826.02	42.1701
Science Education 7–12 Areas	28909	1999.20	13.1316
Social Studies Education 7–12	28910	2201.01	13.1318
Teaching English to Speakers of Other Languages	26400	1508.00	13.1401
TESOL (Non-Certification)	33465	1508.00	13.1401
Master of Fine Arts (M.F.A.)			
Creative Writing	30057	1507.00	23.0501
Master of Science (M.S.)			
Adult Health Nurse Practitioner	20407	1203.10	51.1603
Adolescence Spec Ed in Inclusive Setting	32651	0808.00	13.1001
Alternate Certification: Bilingual Chldhood Special Ed/Inclusive Trans B	33035	0808.00	13.1001
Biology	04084	0401.00	26.0101
Bilingual Childhood Special Ed Inclusive Setting	33036	0808.00	13.1001
Childhood Special Education	26398	0808.00	13.1001
Childhood Special Education Non-Certification	26399	0808.00	13.1001
Childhood Special Education in Inclusive Settings	27015	0808.00	13.1001
Communication Disorders	24577	1220.00	51.0204
Early Childhood Special Education In-Service	28906	0808.00	13.1015
Early Childhood Special Education In-Service	28907	0808.00	13.1015
Early Childhood Special Education Pre-Service	28905	0808.00	13.1015
Emergency Nursing/Disaster Management	30055	1203.10	51.0799
Environmental Studies	23534	0420.00	03.0103
Literacy Education	22695	0830.00	13.1315
Exercise Science	24574	1299.30	31.0504
Nursing Administration	91021	1203.10	51.1602

Nursing Education	30930	1203.00	51.1601
Sport Management	33784	1299.30	31.0504
Master of Business Administration (M.B.A.)			
Accounting	04089	0502.00	52.0301
Graduate Opportunity for Accelerated Learning	26577	0506.00	52.0201
Management	04092	0506.00	52.0201
Master of Social Work (M.S.W.)			
Social Work	04169	2104.00	44.0701
Social Work	29270	2104.00	44.0701
Certificate Programs			
The University also awards the following post-master's advanced certificates, registered with the State of New York, to students who have fulfilled the respective advanced certificate requirements:			
<i>Degree Name</i>	<i>New York State Program Code</i>	<i>HEGIS Code</i>	<i>CIP</i>
<i>Post-Bachelor's Advanced Certificates</i>			
Accounting	34201	0502.00	
Basic Sciences for Health Professions	31671	4902.00	30.0101
Educational Leadership (Post-Bachelor's)	28950	0827.00	13.0401
Emergency Management	28789	0599.00	51.0799
Emergency Nursing/Disaster Management	30056	1203.10	51.0799
Human Resource Management	85220	0515.00	52.1001
Nursing Administration	83006	1203.12	51.1699
<i>Post-Master's Advanced Certificates</i>			
Adult Nurse Practitioner	93115	1203.10	51.1603
Bilingual Education for Certified Teachers	27013	0899.00	13.0201
Bilingual Education for Certified Teachers	27014	0899.00	13.0201
Bilingual Ed: ITI	32227	0899.60	13.9999
Bilingual PPS: ITI	32226	0899.60	13.9999
Bilingual Special Ed: ITI	32228	0899.60	13.9999
Bilingual Speech and Language Disabilities ITI	32229	0899.60	13.9999
Bilingual School Social Work Certificate	20367	2104.00	44.0701
Advanced Coaching	85427	0835.00	13.1314

Coaching	85428	0835.00	13.1314
Childhood Special Education for Certified Teachers	31123	0808.00	13.1001
Community Health Promotion	77747	0837.00	13.1307
Early Childhood Education	27799	0823.00	13.1209
Early Childhood Special Education	28908	0808.00	13.1015
Educational Leadership (Post-Master's)	28949	0828.00	13.0404
Literacy Birth–Grade 6	31150	0830.00	13.1315
Literacy Grades 5–12 (in-service)	31151	0830.00	13.1315
Literacy B–6 and Grades 5–12 (in-service)	31152	0830.00	13.1315
Management of the Arts	78073	0599.00	52.9999
Nursing Education	30932	1203.12	51.1699
School District Leadership	32977	0827.00	13.0401
School Psychology	19030	0826.02	42.1701
Teaching English to Speakers of Other Languages	26401	1508.00	13.1401
TESOL: ITI	32230	0899.60	13.1401
TESOL Special Education: ITI	32231	0899.60	13.9999
Postgraduate Certificates Awarded by the Gordon F. Derner Institute of Advanced Psychological Studies			
Childhood, Adolescent, and Family Psychotherapy			
Group Psychotherapy			
Marriage and Couple Therapy			
Psychoanalysis/Psychotherapy			
Psychodynamic School Therapy			
Respecialization in Clinical Psychology			

** For a detailed explanation of multiple codes, refer to program descriptions later in this Bulletin, or contact the School in which a program is offered.*

II.



SUPPORT SERVICES AND RESOURCES

In addition to the extensive resources within each of Adelphi's individual Schools, Colleges, and Off-Campus Centers, the following resources and services are available to facilitate students in their pursuit of academic and personal goals.

ACADEMIC SERVICES AND RETENTION

Levermore Hall, Room 303

Les Baltimore, *Associate Provost*

w - academics.adelphi.edu/asr

The Office of Academic Services and Retention (OASR) 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 goals, 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 or other scholarly conferences and meetings. It also supports presentations by graduate students at scholarly conferences.

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 5:00 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 the Rules & Regulations section of the Bulletin.

CHILD CARE SERVICES

Alice Brown Early Learning Center

Laura Ludlam, *Director*

p – (516) 877-3906

e – ludlam@adelphi.edu

w – adelphi.edu/elc

Adelphi's Alice Brown Early Learning Center (ELC), provides daytime childcare services at the Garden City campus to children, ages 18 months to five years, and offers a full day kindergarten program, while students attend classes (fee required). The program is licensed by the New York State Office of Children & Family Services and the teachers are

state-certified, 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.

The new Center, which opened in August 2008, operates Monday through Friday, 8:00 a.m. to 6:00 p.m. The ELC, operating under the auspices of the Ruth S. Ammon School of Education, houses 63 children in four spacious, bright classrooms. The Center has a rich history of serving children of families from the faculty, staff, and student population of Adelphi University and children of local residents. The ELC offers children of Adelphi University students high quality early childhood services in a lab school environment.

The ELC emphasizes a constructivist approach to early childhood education that is rooted in the theories of Piaget, Dewey, and Vygotsky. We believe that children are active learners with a natural curiosity to explore and discover how the world around them functions and what their role is within the world. The adult's and community's role is to support the child's learning style while guiding and facilitating their learning without imposing preplanned knowledge on the child. This goal is best accomplished through meaningful, concrete, reciprocal play experiences in the context of children's development.

Children's play—supported by caring, reflective and responsive adults and communities—will enhance a child's natural curiosity, allowing them to have experiences that will contribute to and advance his knowledge and understanding of the world. By providing the child with long periods of uninterrupted play, with supportive, interactive adults, we create the opportunity for the child to develop his understanding of the steps involved in critical thinking and to hone his ability to become a creative thinker and problem solver.

Allowing the child the ability to explore and discover what his interests and skills are at his own pace and in his own way will foster a lifelong commitment to discovery and continued learning. The program and methodology are modeled on the concepts promoted through the Reggio Emilia schools in Italy. Therefore, the ELC is a Reggio-inspired school. However, many of the best practices associated with early childhood education are also evident at the ELC.

Adelphi University is committed to providing high-quality early childhood education to the children and families utilizing the Alice Brown Early Learning Center. As part of this commitment, the University offers graduate students assistantships and work-study placement opportunities, in addition to field site observations and practicum experiences.

CENTER FOR CAREER DEVELOPMENT*Post Hall*Thomas J. Ward, Jr., *Executive Director*

p – (516) 877-3130

e – careercounselor@adelphi.eduw – students.adelphi.edu/career**Hours of Operation:**

Fall and Spring semesters:

Monday- Friday: 8:30 a.m.–4:30 p.m.

Wednesday: 8:30 a.m.–7:30 p.m.

The Center for Career Development is a team of career educators dedicated to the development and implementation of programs and services designed to promote lifelong career management skills for students and alumni. We collaborate with students, faculty, alumni, university colleagues, and employers to build partnerships that enhance career development and generate career-based experiential education and employment opportunities for students and alumni.

Services provided to undergraduate, graduate students and alumni:

- Individual Counseling
- Résumé Reviews
- Mock Interviews
- PantherZone, online career service for 24/7 job search
- CareerCounselor email address for convenient electronic résumé reviews
- Career Interest Inventories
- Resume, Interview and Internship Workshops
- Internship Opportunities
- Student Employment (On Campus, Off Campus and Work-Study positions)
- Student Worker Action Team (SWAT Team)
- America Reads/America Counts tutoring program for younger children

Special Events and Programs:

- Adelphi Community Fellows Program
- Welcome Back Block Party
- On Campus Recruitment Interviews
- Annual Job and Internship Expo
- Future Focus guest speaker presentations
- Partnerships with the Office of Alumni Relations for Backpack to Briefcase events and C.O.A.C.H. (Count On Alumni for Career Help) programs

CENTER FOR INTERNATIONAL EDUCATION

Alumnae Hall, Room 111

Barry Stinson, *Interim Director*

p – (516) 877-3487

e – cie@adelphi.edu

w – academics.adelphi.edu/cie

The Center for International Education (CIE) is Adelphi University's central administrative unit for Internationalization. The Center's responsibilities are: international education research, policy making and internationalization activities, study abroad management and program approvals, university representation to national and international educational organizations and to university study abroad consortia and providers, bilateral cooperation and exchange agreements and joint or dual degree contracts with foreign universities, international faculty development, and fiscal management of budgets.

Mission Statement

The Center for International Education mission is to:

- Provide students with global competencies to be able to succeed, take leadership positions, and be agents of change in today's complex and interdependent world, through study abroad, experiential education, and international internships.
- Develop and maintain effective cooperation and exchange partnerships with selected institutions worldwide.
- Encourage curriculum internationalization, and international diversity on campus.
- Foster international development, exchange, and teaching overseas opportunities to faculty and administrators.

Study Abroad

Students living and studying overseas undergo tremendous personal and intellectual growth impossible to attain by staying in the home campus. This transformative international experience and the acquisition of global competencies are not only beneficial but essential for a quality education today.

The Adelphi Study Abroad Program offers multiple destinations around the world that include: faculty-led winter and summer programs, consortia-sponsored short and semester-long programs, and study at Adelphi exchange-partner foreign institutions.

For program descriptions and destinations, go to the CIE Study Abroad Web site at academics.adelphi.edu/cie/abroad/index.php.

Financial information

Adelphi University supports semester-long study abroad by granting U.S. students portability of on-campus financial aid and scholarships and by applying Adelphi tuition toward payment of their foreign tuition. The Center for International Education is committed to making study abroad affordable for all Adelphi students and has adopted policies and practices that ensure that a semester abroad will not substantially exceed the costs of a

semester on campus. Additional financial aid and/or alternative loans can also be made available; please consult with the Student Financial Services Office. There are also external scholarships for which a student may apply.

Study Abroad Scholarships

Scholarships for study abroad are available from various sources. Please visit our Web site at academics.adelphi.edu/cie/abroad/scholarships.php to learn more about the criteria and deadlines for scholarship opportunities.

Adelphi scholarships awarded to International Students apply only to study on campus. However, international students may apply for a limited number of Provost Study Abroad Scholarships. Certain scholarships that require performance or service on campus, such as Athletic, Graduate Teaching Assistantships, and Recognition awards, may not normally be applied to study abroad. There are also external scholarships for which a student may apply.

CENTER FOR PSYCHOLOGICAL SERVICES

Hy Weinberg Center

Jonathan Jackson, *Director*

p – (516) 877-4820

w – adelphi.edu/communityservices/derner/dernercenter

The Center for Psychological Services provides high quality, affordable mental healthcare to students, and staff, and members of the surrounding communities. Part of the Gordon F. Derner Institute for Advanced Psychological Studies, the Center offers a range of specialized treatment programs for adults, adolescents, and children. Professional and confidential services are provided at no fee to members of the Adelphi community.

The Center is staffed by therapists studying for a doctorate in clinical psychology and working under faculty supervision. Clinics at both the Garden City campus and Manhattan Center offer a full complement of psychotherapeutic services to effect lasting change. Psycho-educational testing is available to diagnose learning disabilities, attention disorders, and emotional difficulties.

The Center offers specialized services including:

- Play Therapy for Children
- Intensive Group Treatment for Eating Disorders
- Group and Individual Therapy for Relationship Impasses, Anxiety Disorders, Depression, and other problems
- Mindfulness Based Stress Reduction

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.

POSTGRADUATE PSYCHOTHERAPY CENTER

Jack Herskovits, *Clinical Director*

p – (516) 877-4841

e – jherskovits@adelphi.edu

Founded in 1963, the Postgraduate Psychotherapy Center provides effective and affordable psychoanalysis and psychotherapy to the Long island and metropolitan New York area communities. A group practice that serves as the clinical arm of the Postgraduate Programs in Psychoanalysis and Psychotherapy, the Psychotherapy Center is staffed by licensed mental health professionals with advanced training in a variety of areas of specialization. Clients have the option of being seen in our on-campus offices in Garden City, or in private offices throughout Long island or Manhattan.

Fees are set in accordance with a sliding scale to accommodate each individual's particular financial circumstances and most insurance plans are accepted.

As a psychoanalytic training program, we offer clients an option for low cost psychoanalysis which is an opportunity for deep self-exploration in the context of a multiple sessions per week therapeutic relationship.

Services available:

Individual psychotherapy

Psychotherapy for children, adolescents, and families

Marriage and couples therapy

Group psychotherapy

Psychiatric consultation

Low cost psychoanalysis

Clinical specialization:

Anxiety

Depression

Parent/child conflicts

Learning and school problems

Addiction and recovery

Trauma

Gay and lesbian affirmative treatment

Eating disorders

Relationship problems

Self-esteem issues

To inquire about services or to arrange for an appointment, contact the Clinical Director, Dr. Jack Herskovits, at 516-877-4841 or at jherskovits@adelphi.edu.

COPYRIGHT POLICY AND PATENT POLICY

In the fall of 2010, the former Intellectual Property Policy was replaced by two separate policies, one dealing with copyright creation (Copyright Policy), and the second dealing with inventions and patent rights (Patent Policy). Both policies affirm the commitment of Adelphi University to providing and ensuring an academic environment that supports and facilitates teaching, creativity and scholarly research. The Copyright and Patent Policies were approved by Adelphi University's Board of Trustees in December 2010. You may download them from <http://administration.adelphi.edu/osp/intellectpolicy.php>.

DISABILITY SUPPORT SERVICES

University Center, Room 310

p – (516) 877-3145 or

TTY – (516) 877-3138

w – students.adelphi.edu/sa/dss

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 include, but are not limited to, extended-time testing, distraction-reduced test environment, readers for exams, note takers, books and class materials in alternative format, sign language interpreters for students who are deaf or hard of hearing, and accessible 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 students.adelphi.edu/sa/dss.

The Office of Disability Support Services 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.

ELS LANGUAGE CENTERS

Linen Hall

Abel Hassan, Center Director

e – nygc@els.edu

ahassan@els.edu

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 and quickly. Academically qualified 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.

HEALTH SERVICES CENTER

Waldo Hall

Jacqueline Cartabuke, *Director*

p – (516) 877-6000

w – students.adelphi.edu/sa/hs

Services

The Health Services Center provides multiple avenues of 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. A Nurse Practitioner is available to see students by appointment when needed. Registered Nurses and Emergency Medical Technicians are also available to evaluate health concerns and provide health education to the student body. The center is open 24 hours a day, seven days a week while school is in session and on a reduced schedule during breaks and holidays. Nurse Practitioners are Advanced Practice Registered Nurses who are trained to diagnose and treat health conditions, our Practitioners are trained in Primary and urgent care. Students may be treated by the Practitioner or can be referred out to specialists when needed.

The Center staff also provides emergency response to accidents or injuries on the Adelphi campus. In case of emergency when the Health Services Center is closed, call Public Safety by dialing 5 from any campus telephone, or by dialing (516) 877-3511. For non-emergency concerns, the staff will make referrals to other healthcare professionals or community organizations, as appropriate.

The Center also oversees students who provide health and wellness education on the Adelphi campus in a variety of topics:

- Risk reduction strategies
- Stress management techniques
- Nutritional counseling
- Weight loss programs
- Smoking cessation programs

Immunization Requirements

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. Prior to the 1st day of classes. Students are also required to complete the Meningococcal Meningitis Response Form and Health History. These forms can be found online at students.adelphi.edu/sa/hs/forms.php.

Please note: Course registration and attendance at Adelphi University will not be possible without the above proof of immunizations.

Medical Insurance

All residence hall and international students are automatically enrolled in Adelphi's student medical insurance plan and will be billed accordingly. A student who is already covered by alternative medical insurance who wishes to waive the school health insurance must do so by October 15th (for the fall semester) or March 15 (for new students in the spring semester). Please go to the Health Services website for information on how to waive the school health insurance

Students who do not have medical insurance and wish to enroll in Adelphi's plan must do so by the same dates, unless there is a qualifying event. There is an opportunity for dependents of insured students to also purchase insurance coverage. Please see the Web site for further information.

INFORMATION TECHNOLOGY

The Office of Information Technology (IT) is dedicated to providing you with the technology resources that you need to succeed. IT technicians and Help Desk staff offer support services and workshops so that you can take full advantage of the available technology.

IT Help Desk

If you need assistance with campus-related technology issues, please contact us for support.

In Person: Swirbul Library Information Commons, 2nd Floor

p – (516) 877-3340

e – helpdesk@adelphi.edu

w – it.adelphi.edu

Fall and Spring Semester Hours

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

Hours vary by semester, exam periods, and intersessions.

Please visit libraries.adelphi.edu/about/hours.php for updated hours

IT Manuals and Video Tutorials

Hundreds of technology manuals and video tutorials from Adelphi IT and Atomic Learning can be accessed at it.adelphi.edu/services/manuals.php.

Peer-to-Peer Workshops

These sessions led by students offer assistance with various software applications and give you a chance to ask our peer trainers your technology questions. To view the workshop schedule, go to it.adelphi.edu/services/peertopeer.php.

Subjects include:

- Basic instruction on Microsoft Word, Excel, PowerPoint, and Access
- AU Gmail Help
- File management
- Web site creation using Google Sites
- Creating PDFs from other file types
- Information security tips

General Access Computers

Workstations

IT provides general-access computer workstations at the following locations:

- Information Commons, 2nd floor of Swirbul Library
- Sager Lab, Swirbul Library (for research only)
- Commuter Lounges, UC Lower Level and Woodruff Hall
- Underground Café, UC Lower Level
- Hauppauge Center Library
- Manhattan Center Library

For more information, go to it.adelphi.edu/services/labs.

Commuter Lounges

Located in the University Center lower level and in Woodruff Hall on the third floor, the Commuter Lounges feature desktop computers, a printer, and wireless network access.

Kiosks

Conveniently located around the Garden City campus, these free-standing computer kiosks are available for quickly checking email, grades, and other on-the-go tasks. There are also 12 ALICAT database kiosks in Swirbul Library. Find locations at it.adelphi.edu/services/kiosks.php.

Wireless Access

Adelphi IT maintains wireless coverage at the Garden City campus as well as the three Center locations. Your computer must be equipped with a Wi-Fi card. Access to our wireless network involves two security steps: The WPA2 encryption key and your Adelphi login credentials. Detailed guides are available at the IT Help Desk on the 2nd floor of Swirbul Library or from it.adelphi.edu/services/wireless.php. You can also call the Help Desk at 516.877.3340 for the shared key.

Numerous laptop tables with power access to charge your devices are available throughout Swirbul Library.

Software Downloads

Several software applications and antivirus tools are available as free downloads or as shareware from it.adelphi.edu/services/downloads.php.

Hardware Support

Adelphi IT does not provide hardware assistance for personally owned computers and other equipment. For assistance with your hardware, please consult your warranty for vendor information or contact a local computer repair shop.

Computer and Accessory Discounts

Registered Adelphi students are eligible for discounts when they purchase products from affiliated vendors such as Apple, Dell, HP, and Microsoft by going through the University's Web site. For information, visit it.adelphi.edu/purchasing/personal.php.

Print Management

A printer management program is installed in Adelphi's computer labs. Each student account is granted the following:

- Fall and Spring semesters: 500 prints each
- Summer Sessions: 250 prints (total for both sessions)

You can add to your balance as needed at the Swirbul Library Information Commons.

Personal Web Pages***Panther***

The Panther Unix-based system is available to Adelphi students for electronic file storage and creating personal Web pages. Some courses, especially in Computer Science, require a Panther account in order to complete assignments. Commercial use is not permitted. Find information and the Panther account application at it.adelphi.edu/services/panther.php.

Google Sites

Through your AU Gmail account, you can create a Google site to collaborate on a team project, stay connected with friends and family members, plan club meetings and activities, or just express your interests. For information and help visit sites.google.com/support.

AU2GO - Mobile Adelphi

You can access some of Adelphi's Essential information on your smartphone, including today's events, shuttle schedules, campus directory, library resources, athletics news and events, AUPAC showtimes, art exhibitions, the academic calendar, and campus maps. On your smartphone, just open your browser application and type in m.adelphi.edu. Bookmark it for future use.

eCampus

ecampus.adelphi.edu

What is eCampus?

The Adelphi eCampus portal gives you secure access to services and applications with a single sign-on. Once you log in to eCampus, you can read your email, post to the message boards, access C.L.A.S.S. and Moodle, and much more.

Logging in to eCampus

Click the eCampus link from any Adelphi Web page or go to ecampus.adelphi.edu. Click the Log In button at the top and enter your Adelphi username and password to access the secure eCampus applications and services.

Recommended Browsers

Adelphi IT recommends Mozilla Firefox or Internet Explorer for using Adelphi's secure services and applications. Using other unsupported browsers may cause errors with some applications.

Note for AOL users: To access Adelphi's online applications as an AOL user, after connecting through AOL, you must launch one of the browsers mentioned above in order to properly use eCampus services.

eCampus is organized by tabs:

- My eCampus
- Message Boards
- Calendar
- Libraries
- Services
- My Account
- AU Interactive
- FAQs

My eCampus Tab

Once you log in, your eCampus home screen features plenty of resources including:

- My Message Center - important personal alerts about your registration, payments, and more
- My Favorite Services - bookmark your favorite eCampus services for faster access
- My Courses - Click your course title to see class location, time, and textbook ordering information. Click the Moodle symbol to access more info for each course.
- Quick Links, AU blogs, news
- My Communities - access specialized communities such as Getting Started for first year students
- Announcements - news and alerts from Adelphi departments and student organizations

Message Boards Tab

The forums on eCampus are open to students, faculty, and administration to interact and share information. You must review the Message Board Policy online before using the boards. All users are expected to abide by University policies.

Calendar Tab

Browse the Adelphi calendar to view all events or specify academic, athletics, arts, cultural, or organization events.

Libraries Tab

Access ALICAT, the Adelphi Libraries Catalog, as well as electronic journals and databases. For instructions, go to libraries.adelphi.edu.

Services Tab

Atomic Learning

Adelphi's partnership with Atomic Learning offers you nearly 50,000 step-by-step video tutorials on common software and online applications such as MS Office, Adobe products, and Moodle, plus emerging technology topics, such as blogging and Internet Safety.

AU Gmail

Adelphi students are issued an official AU Gmail account with access via eCampus. Your mail.adelphi.edu account features plenty of storage, calendars, chat, and Google Docs collaboration. For details, visit it.adelphi.edu/gmail.

C.L.A.S.S. (Course Listing, Advising, and Student Services)

Adelphi's C.L.A.S.S. system enables you to register for courses online, make payments, check your grades, and view your personal, academic, and financial information.

If you are a new student paying your tuition deposit online, you will need to access C.L.A.S.S. directly at class.adelphi.edu. Otherwise, you can conveniently access C.L.A.S.S. through eCampus. For help with C.L.A.S.S., refer to the manual at it.adelphi.edu/services/manuals.php.

The following are available within C.L.A.S.S.:

- A.C.E.S. online course evaluations
- My Adviser: Adviser's name and contact information.
- My Registration: Register for classes; submit drops and adds
- My Registration Holds: View blocks that affect future registration
- My Course Confirmation: Class schedule for a specific semester
- My Parking Decal: Register for campus parking
- My Meal Balance: Meal plan information
- My Financial Aid: Financial information by semester
- My Billing: Account balance and transaction history
- Make a Payment: Make a secure payment
- Request a Refund: If you have a credit balance
- My Grades: Your course grades by semester
- My Transcript: Unofficial transcript of all course grades and GPA
- My Health Records: Your health clearance requirements
- Course/Dept Directory: Course offerings and number of seats available
- Faculty Directory: Information for select faculty

Clearinghouse

The National Student Clearinghouse provides secure access to your enrollment history and gives real-time student loan information.

Course Search

Look up Adelphi course offerings for the current and next semester. Specify your search criteria to find courses by semester, level, school, department, day of the week, and campus.

DegreeWorks Degree Audit System

An advisement tool you can use to match your academic information and course history with the University's degree requirements to determine the requirements you've met, and identify those courses that still need to be taken.

Dell MessageOne AlertFind™

Register to set your personal preferences for Adelphi's emergency notification service. Through AlertFind™, Adelphi can immediately notify you by text message or voicemail in the event of a crisis.

Moodle Course Management

Adelphi faculty use Moodle online course management software to deliver course materials to students, turn in assignment grades, and encourage class participation. Moodle's features include areas for student teamwork, peer evaluation, and built-in blogs and wikis. Mozilla Firefox is the recommended browser. Guides to Moodle and other services are available at it.adelphi.edu/services/manuals.php.

My Housing

Review residential housing options, reserve rooms, and select roommates for the upcoming semester. For more information about options, view the entry for the Office of Residential Life and Housing.

My Profile

Review personal information such as your Adelphi ID number and your P-counter printer balance.

Off-Campus Housing

View housing options in the surrounding community.

Org Sync

Get connected to Adelphi's clubs and organizations.

Password Security

Set up security questions in case you forget or need to reset your Adelphi password.

Shuttle Schedule

Get the schedule for shuttles to the train, bus, and shopping locations.

Special Offers

Get student discounts on computer equipment and software.

Transcript Order System

Order a copy of your transcript (\$10 fee per official transcript).

INTERNATIONAL STUDENT SERVICES

University Center, Room 110

p – (516) 877-4990

w – students.adelphi.edu/sa/iss

Adelphi University has a strong commitment to international education and welcomes students from all over the world. The Office of International Student Services, 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 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. For information, visit the ISS Web site at students.adelphi.edu/sa/iss.

LEARNING CENTER

Earle Hall, Lower Level

Matthew Lavery, *Director*

p – (516) 877-3200

e – learningcenter@adelphi.edu

w – students.adelphi.edu

The Learning Center offers free academic support in the following areas:

- Content Specific Tutoring, i.e. help with specific course material or assignments
- General Studentship Tutoring, i.e. basic academic skills like time-management, note-taking, study skills, reading comprehension and strategies, etc.
- Satellite Academic Programs tailored to specific academic needs

These services can help both students who are having academic difficulty, or those who are doing well and want to develop or refine their skills (particularly in advance of study at the post-graduate level), increase their knowledge, and/ or raise their GPAs. Programs run on all campuses and may include

- one-on-one and small group tutoring (either in person, or via video-chat) with highly-qualified, extensively trained under-graduate and graduate students across the curriculum,
- workshops in areas of special interest,
- specialized resources for practice and training.

INTERNATIONAL STUDENTS NOTE: Ability to Benefit (ATB) may be required to qualify for financial aid, and must be scheduled through the Learning Center. They are available on demand in Garden City and on the other campuses on a rotating schedule announced by semester. Please contact the office right away to learn more about the test.

On-line scheduling allows for convenient management of appointments and registration for supplementary programming. The scheduling web-site, <http://www.rich37.com/adelphi/>, can be linked to from our homepage <http://students.adelphi.edu/learningcenter/>, which provides detail on our programs, staff, operating hours, and how to access us in person or via the internet.

PRE-PROFESSIONAL PREPARATION

The Office of Pre-Professional Advising and Fellowships (OPPAF)

Levermore Hall, Room 303

Robert I. Schwartz, *Director of Pre-Professional Advising and Fellowships*

p – (516) 877-3140

e – rschwartz@adelphi.edu

w – academics.adelphi.edu/artsci/ppa

The Office of Pre-Professional Advising and Fellowships (OPPAF) works directly with students and with faculty advisers to support current Adelphi students and alumnae who are seeking admission to professional school in the areas of medicine, dentistry, optometry, physical therapy, podiatry, and other health professions, as well as engineering, environmental studies, and law.

The office also assists students in the application process for fellowships and honors such as Jack Kent Cooke, Ford, Fulbright, Goldwater, Javits, Marshall, Rhodes, Soros and Truman. The office offers various workshops, presents guest speakers, conducts mock interviews, and assists students seeking internships and/or job shadowing opportunities.

STUDENT COUNSELING CENTER

University Center, Room 310

Carol Phelan, *Director*

p – (516) 877-3646

w – students.adelphi.edu/sa/scc

The Student Counseling Center assists 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-related 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 use are a concern on college campuses nationwide. At times, the use of drugs and alcohol becomes problematic for students, resulting in personal or academic difficulties. The Student Counseling Center offers education and confidential counseling on substance abuse issues.

The Student Counseling Center is staffed by a psychiatrist, licensed clinical psychologists, social workers, graduate-level social work interns, and doctoral level clinical psychology interns.

The Student Counseling Center is open Monday through Thursday 8:30 a.m. to 7:00 p.m. and Friday 8:30 a.m. to 4:30 p.m. Call (516) 877-3646 for an appointment.

STUDENT FINANCIAL SERVICES

Levermore Hall, Lower Level

e – financialservices@adelphi.edu

w – ecampus.adelphi.edu/sfs

The Office of Student Financial Services is committed to providing students with all available options for meeting their educational costs at Adelphi. The staff is available by appointment, on a walk-in basis, or via email at financialservices@adelphi.edu to discuss financial aid options.

To make an appointment to meet with a financial aid counselor for an in-depth consultation call (516) 877-3080. For the schedule of office hours and additional information, services, and resources, visit ecampus.adelphi.edu/sfs.

UNIVERSITY LIBRARIES

Charles W. Simpson, *Dean*

e – simpson@adelphi.edu

w – libraries.adelphi.edu

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 Catalogue Online (ALICAT and ALICAT Plus) provides electronic access to the Libraries' holdings.

Participation in the ConnectNY consortium of New York academic libraries provides direct borrowing of the five 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 (Non-Print, Circulation, Reserve), Periodicals, Microforms, Interlibrary Loan and Document Delivery Services, a Curriculum Materials Center, classrooms and computer laboratories, the Information Commons, a Writing Center Help Desk, and The Copy Center.

University Archives and Special Collections 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.

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.

Please note: After regular Library hours, rooms 100 and 101 are open until 3:00 a.m., Sunday through Thursday, and until 12:00 midnight on Friday and Saturday, during the fall and spring semesters for students with a valid Adelphi University ID card.

THE WRITING CENTER

Earle Hall, Lower Level

Mary Wyeth, *Director*

p – (516) 877-3296

e – mwyeth@adelphi.edu

w – students.adelphi.edu/writingcenter

The Writing Center helps students of all abilities learn to use writing more effectively within their programs. The staff of trained peer tutors works with students in the process of writing term projects, theses, or other assignments in all disciplines. However, we are not a proofreading or editing service. Students may make an appointment or simply drop in. Standing appointments and long-term arrangements can be made for those working on larger projects.

You can schedule an appointment at the Writing Center by going online at students.adelphi.edu/writingcenter and registering for an account. Once registered, you'll be able to reserve an appointment with a Writing Center peer tutor. Tutoring sessions are generally 45 to 60 minutes, and are free to current Adelphi students.

The Writing Center also offers other services, which include: computer lab and printer, a library of composition handbooks and a variety of citation style guides, and useful handouts. We also offer periodic writing workshops, which are advertised on our Web site.

The Writing Center on the Garden City campus is open during the fall and spring semesters Monday through Thursday, 9:00 a.m. to 7:00 p.m., and Friday, 9:00 a.m. to 5:00 p.m. Tutors are available at Swirbul Library on the Garden City campus Monday through Thursday evenings, with afternoon weekend hours. Please visit our Web site for information about our summer session hours.

In addition, the Writing Center provides afternoon and evening tutoring at the Manhattan Center the Learning and Writing Centers' Annex located in room 277. Students from the Manhattan Center, Hudson Valley Campus and Hauppauge Center may schedule online tutoring sessions by contacting the main office at 516 877-3296 or by email for more information.

III.



COCURRICULAR AND STUDENT LIFE

Cocurricular and Student Life

students.adelphi.edu

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. Students at Adelphi enjoy organized excursions to New York, 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.

Opportunities abound on campus through the many social, cultural and athletic offerings available to students: attend a top-notch performance in the Performing Arts Center; work out or cheer on the Panther teams in the Center for Recreation and Sports; and enjoy renowned exhibitions of fine art located around campus, including the display of outdoor sculpture.

Student Affairs

University Center, Room 108

p – (516) 877-3660

e – divisionofstudentaffairs@adelphi.edu

w – students.adelphi.edu/sa

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 the students' development. Through many facets of undergraduate life on and off campus, the experience of Adelphi students is enriched. We believe that the curriculum and cocurriculum 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. In Spring 2011, Get Involved at Adelphi University was launched on the Adelphi Website. To find out the many opportunities available to join, mentor, work, play, lead and help, students can visit the easy to navigate, informative site students.adelphi.edu/sa/getinvolved.

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. To contact the office, email divisionofstudentaffairs@adelphi.edu or for more information visit the Office of the Dean Web site at students.adelphi.edu/sa/dean of students.

ARTS AND EVENTS

w - events.adelphi.edu

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, an art series, and an 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 detailed in his book, *Chain of Command: The Road from 9/11 to Abu Ghraib*. The general managers of the New York Mets and the New York Yankees were featured in “Baseball in the Big Apple: An Evening with Brian Cashman and Omar Minaya.” 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.” On the day his book, *No Limits: The Will to Succeed*, went on sale, Michael Phelps was a guest lecturer on campus.

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, Nicholas Kristoff and Sheryl WuDunn, James Carville, and Mary Matalin; Nobel Prize winner William Phillips; and Elie Wiesel, actors Rita Moreno and Ben Vereen; filmmaker Spike Lee; and Rev. Al Sharpton, activist.

For information about upcoming productions and events, visit Adelphi’s Arts and Events Web site at events.adelphi.edu.

INTERCOLLEGIATE ATHLETICS AND INTRAMURAL ACTIVITIES

Center for Recreation and Sports

p – (516) 877-4240

w – aupanthers.com (Athletics)

w – students.adelphi.edu/campusrec (Campus Recreation and Intramurals)

The Panthers have captured a total of eleven national titles, including seven for men’s lacrosse (1979, 1981, 1993, 1995, 1998, 1999, 2001), three for women’s lacrosse (2004, 2006, 2009) and one for men’s soccer (DII-1974). Panthers baseball has reached the NCAA College World Series four times, and women’s soccer has qualified for the NCAA Tournament eleven times and competed in the Final Four twice. Women’s volleyball made its first ever NCAA appearance in 2007 and has returned in each of the last two years (2008, 2009). Women’s cross-country qualified a runner for the National Championships in 2007, 2008 and 2009; indoor track and swimming qualified competitors for the NCAA Championships for the first time in over 20 years. In the last two years, men’s tennis, men’s golf and women’s bowling have also qualified for NCAA play. In addition to 16 NCAA appearances, the men’s basketball team has made three trips to the Elite Eight (1965, 2001, 2002).

Effective 2009, Adelphi University officially made the move from the East Coast Conference (ECC) to the Northeast-10, thus adding to the powerful union of strong academic and athletic colleges and universities. The NE-10 remains focused on complementing the

academic integrity and missions of the member institutions with a commitment to a broad-based championship program, as evidenced by the 23 sports the Conference offers in championship play, the most of any Division II conference.

Adelphi University placed third in the 2009-2010 Northeast-10 Presidents' Cup as announced by the Northeast-10 Conference at the conference's end of the year awards banquet in Burlington, Vermont. Adelphi, in just the school's first season in the Northeast-10, accumulated 165.5 points by having 14 programs finish among the top-five as baseball, men and women's cross-country, golf, men and women's lacrosse, men's swimming, men and women's tennis, field hockey, women's soccer, softball, volleyball and men's indoor track all posted top-five finishes.

The Panthers scored major points thanks to both golf and women's lacrosse claiming Northeast-10 Conference titles and volleyball placing second overall.

There is also a vigorous intramural program that attracts hundreds of students each season. Opportunities for self-scheduled recreational activities include swimming, running, tennis, as well as zumba, pilates, spin class, and use of the Fitness Center. Intramural activities such as floor hockey, indoor soccer, dodgeball, flag football, basketball, and volleyball are the basis for a large and ever-changing program.

For information about Adelphi's athletics program, visit the Adelphi Panthers Athletics Web site at www.aupanthers.com.

For campus recreation information, visit the Campus Recreation Web site at students.adelphi.edu/campusrec.

CENTER FOR STUDENT INVOLVEMENT

University Center, Room 110

p – (516) 877-3603

w – students.adelphi.edu/sa/csi

Recognizing the importance of a full college 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 for undergraduates. For all students, including graduates, Adelphi's Department of Performing Arts adds to campus life with dance, theatre, and music productions in the state-of-the-art Performing Arts Center. 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 "Arts and Events" section above in this *Bulletin*.)

Adelphi University is home to more than 80 student clubs and organizations that serve to enhance and motivate cocurricular learning. Undergraduate students gain substantial leadership experience and 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 Certificate Program to prepare students for life at Adelphi and beyond. Student leaders 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). Students also contribute to the portfolio of independent periodicals, including the student newspaper, *The Delphian*. Others meet in student religious organizations or in community service/social action clubs.

There are many cultural awareness groups that promote understanding of diverse backgrounds; and the sharing of cultural experience helps prepare students to engage in our global society. Students may also enhance knowledge in their field of study through participation in academic societies and organizations. There are over two dozen honor societies on campus to recognize academic achievement through their area of study. The 15 Greek-letter social fellowships, fraternities and sororities promote community service and enhance the social life of many students.

The diverse population of Adelphi is represented by undergraduate and graduate students from 41 states and 54 countries, providing cross-cultural enrichment within the Adelphi community. The Center for Student Involvement, in cooperation with other offices and programs, offers services to support and encourage students from diverse racial, ethnic and cultural backgrounds to participate actively in campus life.

AUTV

AUTV is a television system that broadcasts campus event information to TVs throughout the Garden City campus. All members of the Adelphi community may list their events on AUTV.

Commuter Student Services

University Center, Room 110

w – students.adelphi.edu/sa/csi/csa

Under the direction of the Center for Student Involvement, services and programs are available to commuter students. The Center helps commuters with important services, including University shuttle service to and from rail and bus stations, public transportation timetables and maps, lockers, off-campus housing information, and AUTV campus updates. The Commuter Student Organization (CSO), a student-led association, represents the commuter population and acts as an advocate for commuter needs. CSO meets weekly to plan programs, both on and off campus, for the commuter student. Commuter Appreciation Week is held every semester, and provides recognition and special events for the commuter students. Commuter Assistants are students who are trained to help transition incoming commuter students to college and campus life. Commuter Assistants are available to their students to assist with academic, student involvement, and personal issues that may arise. The Commuter Assistants will meet with their respective students regularly and support them through various means.

Commuter student lounges are located in many buildings around campus, with lockers available in the University Center, Hy Weinberg Center and the Center for Performing

Arts. In the University Center's Angela and Barry Zeman Commuter Lounge, students have access to computers, printers, flat screen TV, microwave and a seating area.

Commuter student lounges are available in many buildings around campus, with lockers available in the University Center, Hy Weinberg Center and Performing Arts Center. The Center helps commuters with important services, including University shuttle service to and from rail and bus stations, public transportation timetables and maps, lockers, off-campus housing information, and AUTV campus updates. Students have access to computers, flat screen TV, microwave, and a quiet seating area in the University Center's Angela and Barry Zeman Commuter Lounge.

Multicultural Affairs

students.adelphi.edu/sa/csi/multicultural

University Center, Room 110

(516) 877-3602

Under the direction of the Center for Student Involvement, and in cooperation with other offices and programs, Multicultural Affairs assists the University in developing special recruitment, retention, and educational strategies. The Program supports an environment that encourages students from diverse backgrounds to actively participate in campus life. The Office of Multicultural Affairs offers diversity workshops that allow students to discuss their differences in a safe and comfortable setting. Diversity workshops are held during Freshman Orientation, as well as throughout the year, for faculty, staff and students.

For information, visit the Multicultural Affairs Web page
students.adelphi.edu/sa/csi/multicultural

For **International Student Services**, see the **Support Services** section of this *Bulletin*.

INTERFAITH CENTER

University Center, Room 302

p – (516) 877-3113 (Office)

w – students.adelphi.edu/sa/ifc

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 Catholic, Jewish, Muslim, and Protestant chaplains. 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. The Interfaith Chapel and chaplain offices are located on the third floor of the University Center.

Additional information is available at the Interfaith Center Web site at students.adelphi.edu/sa/ifc.

UNDERGRADUATE INFORMATION

Orientation

w – students.adelphi.edu/gettingstarted/orientation

All new freshmen must attend the orientation program during the summer. In conjunction with registration, students new to Adelphi are given the tools for a smooth transition to college life. Freshmen matriculating in the fall semester participate in a three-day overnight program and attend the matriculation ceremony. The Orientation program provides a comprehensive introduction to curricular as well as cocurricular life; campus facilities and resources; and provides freshmen the opportunity to register for classes. Transfer and International students as well as all new students entering in the spring participate in a program specifically designed to provide information about the University's resources and services. The programs are 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.

For information about Orientation, contact the Center for Student Involvement or visit the Orientation Web site at students.adelphi.edu/gettingstarted/orientation.

Opportunity Program

w – students.adelphi.edu/sa/csi/opportunity.php

The Opportunity Program is a highly selective program designed to support economically disadvantaged students pursuing of their undergraduate degree. Students in the program receive a grant for additional funding and advising during their entire undergraduate tenure. In addition, students participate in a variety of educational and social programs, which help them make major decisions and prepare them for anticipated challenges and transitions. The Opportunity Program works closely with various Adelphi University departments to provide students with information and resources to lead them toward academic success. Students are selected for this program by both demonstrated financial need and a personal interview.

For additional information and eligibility criteria, contact the Center for Student Involvement or visit the Opportunity Program Web site at students.adelphi.edu/sa/csi/opportunity.php

Residential Life and Housing

Earle Hall, Room 100

p – (516) 877-3650

e – housing@adelphi.edu

w – students.adelphi.edu/sa/rlh

Adelphi maintains seven distinct residential communities to meet the needs of all our students. Our newest residence hall, New Hall B, will open for the fall 2011 semester.

Each residence hall is supervised by a full-time professional residence hall director with a bachelor's or master's degree. 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 resident assistants. Together, they sponsor educational and social 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, only a few blocks from the campus, is available for students to travel into New York City for premier cultural events and social experiences. University shuttle service is available to this station, as well as nearby rail and bus stations, shopping malls and grocery stores.

Applicants interested in housing should indicate this on their application for admission. Admission to the University does not imply that a room has been reserved. Interested applicants should complete the online housing agreement. 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 on the Residential Life Web site at students.adelphi.edu/sa/rlh, or email housing@adelphi.edu.

GRADUATE INFORMATION

RESIDENTIAL LIFE AND HOUSING

Earle Hall, Room 100

p – (516) 877-3650

e – housing@adelphi.edu

w – students.adelphi.edu/sa/rlh

Limited on-campus housing is available to graduate students. For information, contact the Office of Residential Life and Housing by phone or email or visit the Residential Life Web site at students.adelphi.edu/sa/rlh

IV.



COLLEGE OF ARTS AND SCIENCES

College of Arts and Sciences

Science Building Room 127

p – (516) 877-4120

f – (516) 877-4191

Sam L. Grogg

Dean

ADMINISTRATION

academics.adelphi.edu/artsci/admin.php

Susan Briziarelli, *Associate Dean*

Ruth McShane, *Assistant Dean*

William Prenevost, *Assistant Dean and Executive Director, PAC*

Charles Shopsis, *Associate 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 advanced. It was the challenge of each succeeding generation of students to learn from the great minds of the past 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 Adelphi's mission from its inception.

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 learning in specific disciplines, but the liberal education that permits the disciplines to be seen in proper perspective. In addition to offering specialized study, the College offers to explore 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 world throughout the centuries. 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. Each of these fields is studied on their own terms and with their own goals, which often include solid practical application and career opportunities. But they also interrelate with and illuminate each other in vital ways.

The skills 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 competence, analytical skills, critical thinking, and the ability to express verbally and in writing 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 study in a variety of internships both here and abroad, 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 us free."

UNDERGRADUATE INFORMATION

Requirements for Undergraduate Degrees

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 (with a maximum of 2 credits in physical education activity classes) in order to be awarded a bachelor's degree. To be eligible for a degree, the student must maintain a minimum 2.0 GPA.

Language Requirement for Students in the College of Arts and Sciences in a Bachelor of Arts Degree and/or in the STEP Program.

Beginning in the fall 2009, all entering students in the College of Arts and Sciences enrolled in a Bachelor of Arts degree program will be required to demonstrate Level IV competence by passing a Level IV course in language other than English. Level IV competence means demonstrating levels of reading, writing, listening and speaking skills equivalent to two years of college-level study as defined by ACTFL (American Council for the Teaching of Foreign Languages) This language requirement must be completed before graduation, but students are encouraged to fulfill it as early as possible.

Entering students will be required to take an on-line placement test. Based on the placement test results, the faculty of the Department of Languages will determine the appropriate course placement for students. Tests will be offered in the following languages: Chinese (Mandarin), French, German, Italian, Japanese and Spanish.

Acceptable Equivalents and Exemptions

1. A three-credit, fourth-semester course in a foreign language from an accredited four-year institution of higher learning.

2. An Adelphi competency test score equivalent to passing a Level IV language course. Competency tests will be administered on campus at a mutually agreed time and supervised by the faculty of the Department of Languages.
3. Students who have completed three years in a high school where the primary language is one other than English will have satisfied Adelphi's language-competence requirement.
4. Current policies covering high school Advanced Placement courses and college-level course equivalents, as well as the normal petition review process, will be honored as before.
5. Passing a fourth-semester course in American Sign Language will be considered as having satisfied the language requirement.
6. Prior to the fall of 2010, transfer students entering Adelphi with a minimum of 64 credits or an Associate of Arts degree will be exempt from the Adelphi foreign language competence requirement. In the fall 2010, all transfer students entering Adelphi will be responsible for completing the language-competence requirement.

Special Provisions: Students entering Adelphi for the first time in the fall 2009 and up to and including the spring 2011, who are officially designated STEP students (and who subsequently graduate as STEP students*) will be required to demonstrate Level III competence by passing a Level III language course or by meeting any acceptable Level III equivalent. Starting with the fall 2011, Level IV competence must be reached by all entering Bachelor of Arts STEP students by passing a Level IV language course or by meeting an acceptable equivalent.

*A student who may have been previously required to meet only Level III language competence under the "Special Provision" clause will have to comply with the Level IV requirement if STEP program status is lost.

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 Majors.”

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 or 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.

For students who declare an interdepartmental minor in Fall 2010 or later, the requirements for an interdepartmental minor cannot be met with more than 4 credits from the department of the student’s major unless such course work is in addition to the requirements for the major.

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.

Programs of Study

The College of Arts and Sciences offers the following undergraduate programs:

African, Black and Caribbean Studies – minor

Anthropology/Sociology

Anthropology – Bachelor of Arts

Anthropology - minor

Forensic Anthropology – minor

Sociology – Bachelor of Arts

Sociology - minor

Art and Art History

Art: Studio Art – Bachelor of Arts, Bachelor of Fine Arts

Art: Studio Art - minor

Art: Graphic Design – Bachelor of Fine Arts

Art: Art Education – Bachelor of Arts

Art: Art History – Bachelor of Arts

Art: Art History – minor

Asian Studies

Asian Studies - minor

Biochemistry

Biochemistry – Bachelor of Science

Biology

Biology – Bachelor of Arts

Biology – Bachelor of Science

Biology – minor

Chemistry

Chemistry – Bachelor of Arts

Chemistry – Bachelor of Science

Chemistry – minor

Communications

Communications – Bachelor of Arts

Communications – minor

Journalism, Media Studies, Moving Image Arts – concentrations

Computer Management Information Systems***

Computer Management Information Systems – Bachelor of Science

Game Development, Information Security - Concentrations

Criminal Justice

Criminal Justice – Bachelor of Science

Dance

Dance – Bachelor of Fine Arts

Dance – minor

Economics*

Economics – Bachelor of Arts

Economics – minor

English

- English – Bachelor of Arts
 - English – minor
 - Literature, Creative Writing – concentrations
- Environmental Studies
 - Environmental Studies – Bachelor of Arts
 - Environmental Studies – minor
- European Studies
 - European Studies - minor
- Gender Studies
 - Gender Studies – minor
- History
 - History – Bachelor of Arts
 - History – minor
- Interdisciplinary Studies
 - Interdisciplinary Studies – Bachelor of Arts
 - Interdisciplinary Studies – Bachelor of Science
- International Studies
 - International Studies – Bachelor of Arts
 - International Studies: Business – concentration
 - International Studies: Environmental Studies – concentration
 - International Studies: Political Science – concentration
- Languages: French, Italian, Spanish
 - French – Bachelor of Arts
 - French – minor
 - Italian
 - Italian -minor
 - Spanish – Bachelor of Arts
 - Spanish – minor
- Latin American Studies
 - Latin American Studies – Bachelor of Arts
 - Latin American Studies – minor
- Mathematics and Computer Science
 - Mathematics – Bachelor of Science
 - Mathematics – minor
 - Computer Science – Bachelor of Science
 - Computer Science – minor
 - Game Development, Information Security - Concentrations
- Music
 - Music – Bachelor of Science
 - Music Education - Bachelor of Science
 - Music – minor
- Peace Studies - Minor
- Philosophy
 - Philosophy – Bachelor of Arts
 - Philosophy – minor

Physics

- Physics – Bachelor of Arts
- Physics – Bachelor of Science
- Physics – minor

Political Science

- Political Science – Bachelor of Arts
- Political Science – minor
- Political Science – minor, concentration in Pre-Law
- Political Science – minor, concentration in Public Service

Psychology**

- Psychology – Bachelor of Arts
- Psychology – minor

Theatre

- Theatre: Acting – Bachelor of Fine Arts
- Theatre: Acting – minor
- Theatre: Design Technology - Bachelor of Fine Arts
- Theatre: Design Technology - minor

Special Programs:

- General Studies
- Levermore Global Scholars

Joint Degree/Early Assurance and Pre-Professional Programs:

- Dentistry
- Engineering
- Environmental Studies
- Law
- Optometry
- Osteopathic Medicine
- Physical Therapy
- Podiatry

Pre-Professional Programs

- Pre-Law Preparation
- Pre-Health Professions Preparation

*The Adelphi University School of Business offers major and minor programs in Economics

**The Gordon F. Derner Institute for Advanced Psychological Studies offers major and minor programs in Psychology

***For the Computer Management Information System program please turn to Mathematics and Computer Science section later in this chapter.

African, Black and Caribbean Studies

Alumnae Annex, I

Marsha J. Tyson Darling, *Ph.D., Director*

p – (516)877-4980

e – darling@adelphi.edu

f – (516) 877-4579

w – academics.adelphi.edu/artsci/caaes

FACULTY

Professors

Marsha J. Tyson Darling, *African, Black and Caribbean Studies/ History*

Kermit Frazier, *English*

Associate Professors

Melanie E. L. Bush, *Sociology*

Abdin Chande, *History*

Jacqueline Jones LaMon, *English*

Assistant Professors

Jacqueline Johnson, *Anthropology/ Sociology*

Dante A. Tawfeeq, *Curriculum and Instruction*

Senior Adjuncts

Hinda A. Barlaz, *Literature Instructor*

Frances Rhymes, *Dance and Performing Arts Instructor*

The Center for African, Black and Caribbean 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, Black and Caribbean Studies, offers 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, socioeconomic, 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, Black and Caribbean 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 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.

Minor in African, Black and Caribbean Studies (18 credits)**Required:**

AAS (0101) 204/HIS (0136) 204 Black History in the United States to 1865

AAS (0101) 205/HIS 205 (0136) 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 (0101) 208 Elements of Black Culture

AAS (0101) 306/POL (0158) 305 Race and Politics

AAS (0101) 333 Women in International Development

AAS (0101) 390 Special Topics: Law and Human Rights - A Global Perspective

AAS (0101) 390 Special Topics: Globalizing Gender

AAS (0101) 390 Special Topics: Rethinking Globalization

AAS (0101) 390 Special Topics: Social and Public Policy and Black Communities

SOC (0170) 270 Ethnicity in the United States

SOC (0170) 277 Law and Social Inequality

SOC (0170) 288 Special Topics: Understanding Race Today

SOC (0170) 288 Special Topics: Race/Ethnicity, Crime and Criminal Justice

Humanities:

AAS (0101) 260/ENG (0122) 262 Black Writers I

AAS (0101) 261/ENG (0122) 263 Black Writers II

AAS (0101) 317/HIS (0136) 317 The Civil Rights Movement

AAS (0101) 390 Special Topics: Education of Black Americans

ENG (0122) 370 African American Drama

ENG (0122) 454 Seminar: Contemporary African American Playwrights

HIS (0136) 223 The Caribbean

HIS (0136) 281 Women in the United States I

HIS (0136) 282 Women in the United States II

HIS (0136) 290 Special Topics: Atlantic World

HIS (0136) 290 Special Topics: History of Immigration

HIS (0136) 290 Special Topics: African Diaspora in the Muslim World

HIS (0136) 361 African History I

HIS (0136) 362 African History II

Arts:

AAS (0101) 130 History of Black Dance in America

AAS (0101) 135/PFA (0192) 135 History of Black Performing Arts

AAS (0101) 140/PFA (0192) 140 Black Drama Workshop

AAS (0101) 390 Special Topics: Poerartistry: A Multicultural Performance Experience

ART (0104) 360 Seminar: Twentieth-Century African American Art

MUH (0195) 238 History of Jazz before 1950

MUH (0195) 239 History of Jazz after 1950

Anthropology and Sociology

Blodgett Hall, Room 102

Laraine Fletcher, *Co-Chair of Anthropology and Sociology, Chair of Anthropology*

Melanie Bush, *Co-Chair of Anthropology and Sociology, Chair of Sociology*

p – (516) 877-4110

f – (516) 877-4717

e – fletcher@adelphi.edu

e – bush@adelphi.edu

w – academics.adelphi.edu/artsci/ant/index.php

Anthropology

ADMINISTRATION

Laraine Fletcher, *Co-Chair of Anthropology and Sociology, Chair of Anthropology*

e – fletcher@adelphi.edu

FACULTY

Professor

Anagnostis Agelarakis

Laraine Fletcher

Lecturer

Stephanie Lake

Assistant Professor

Hanna Kim

Brian Wygal

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. At Adelphi we focus on three approaches to the study of the field. Cultural anthropology seeks to understand the way people live in varied societal systems or cultures around the world. Archaeology is concerned with understanding societies that existed in the past. Archaeologists locate, excavate, and interpret the artifacts of societies from prehistoric to recent times. Physical anthropology investigates the biocultural evolution and biosocial variation of humans. Physical anthropologists, in addition to the study of the behavioral and biological adaptations of living human populations, research the demographic and epidemiological profiles of forensic and archaeological skeletal collections.

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

are sponsored on Long Island, the greater metropolitan region, Central America, Alaska, 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 well known 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 and environmental sciences as well as careers in Business, Health Care, and Government and to the larger world.

In addition to General Education and foreign language requirements, the requirements for the major in anthropology are as follows:

Courses are 3 credits unless noted otherwise.

Requirements for the Bachelor of Arts (B.A.) in Anthropology (40 credits)

ANT (0103) 105 Culture and Society

ANT (0103) 111 Cultural Anthropology

ANT (0103) 112 Physical Anthropology (4 credits)

ANT (0103) 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 history, communications, and 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 students 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*) for the forensic anthropology minor are drawn from the existing anthropology department inventory, and are offered on a regular basis:

ANT (0103) 112 Physical Anthropology (*4 credits*)

ANT (0103) 113 Archaeology (*4 credits*)

ANT (0103) 229 Humankind, Culture, and Environment (*4 credits*)

ANT (0103)/BIO (0105) 362 Jaws, Teeth, Forensic Dentistry (*4 credits*)

ANT (0103)/ENV (0125) 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.

The Environmental Anthropology Concentration

This Concentration provides an opportunity for students to integrate their work in Anthropology with many of the key perspectives from Environmental Studies. The relationship between the two fields is approached through a series of courses all taught by the Anthropology faculty. The courses demonstrate the critical relationship that exists between human settlement patterns and their environmental setting. Applications are drawn from the prehistoric past up through the contemporary world. Students should contact their advisor to explore the opportunities for including these selections into their course of study.

ANT (0103) 229 Humankind Culture and the Environment (*4 credits*)

ANT (0103) 265 Developing World: Culture, Conflict and Changes

ENV (0125) 280 Urban Environments

ANT (0103) 343 Primate Ecology and Sustainable Development (*4 credits*)

HON (0083) 486 Environmental Anthropology (*4 credits*)

ENV (0125) 561 Human Ecology

ANT (0103) 566 Populations, Health and Disease Ecology (*4 credits*)

Sociology

Blodgett Hall, Room 102

Melanie Bush, *Co-Chair of Anthropology and Sociology, Chair of Sociology*

p – (516) 877-3255

f – (516) 877-4717

e – bush@adelphi.edu

w – academics.adelphi.edu/artsoci/soc

FACULTY

Professor

Salvatore Primeggia

Associate Professor

Deborah Little

Melanie E. L. Bush

Assistant Professors

Lina Beydoun

Jacqueline Johnson

Jessica Klein

Lecturer

Stephanie Lake

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 such as 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. Sociologists play a leadership role in many non-profit organizations, focused on a range of social issues.

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

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

Courses are 3 credits unless noted otherwise.

Requirements for the Bachelor of Arts (B.A.) 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 courses.

SOC (0170) 100 Introduction to Sociology

SOC (0170) 200 Quantitative Research Methods (4 credits)

SOC (0170) 201 Qualitative Research Methods (4 credits)

SOC (0170) 202 Development of Social Thought

SOC (0170) 203 Contemporary Sociological Theories

SOC (0170) 386 Majors Seminar (*Capstone*)

Majors are also required to take five additional courses in sociology, and one course 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 take their courses in the following sequence: SOC (0170) 100 Introduction to Sociology; then SOC (0170) 202 Development of Social Thought and SOC (0170) 203 Contemporary Sociological Theories in the fall and spring of their sophomore year; SOC (0170) 201 Qualitative Research Methods in their junior year (usually spring); SOC (0170) 200 Quantitative Research Methods in the fall term of their senior year and SOC (0170) 386 Majors' Seminar in the spring semester of their senior year. STEP students may replace either SOC (0170) 200 or SOC (0170) 201 with an elective, but not both.

Honors in Sociology

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

The Minor

Note: SOC (0170) 100 Introduction to Sociology is a prerequisite for all courses.

Students minoring in sociology are required to take:

SOC (0170) 201 Qualitative Research Methods (4 credits)

SOC (0170) 202 Development of Social Theory

SOC (0170) 203 Contemporary Sociological Theory

ELECTIVES: Four additional sociology courses

Art and Art History

Blodgett Hall, Room 302

David Hornung, *Chair*

p – (516) 877-4460

e – hornung@adelphi.edu

f – (516) 877-4459

w – academics.adelphi.edu/artsci/art/index.php

FACULTY

Associate Professor

David Hornung

Geoffrey Grogan

Jennifer Maloney

Kellyann Monaghan

Christopher Saucedo

Director, Graphic Design Studios

Dale Flashner

Director, Photo Operations

Hannah Allen

Assistant Professor

Andrea Begel

Carson Fox

Cindy Maguire

Maya Muratov

Courtney Weida

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. After finishing a studio core curriculum, students majoring in art select a concentration in one of three areas: Studio Art, Graphic Design or Art Education. The Department of Art and Art History also offers a Bachelor of Arts (B.A.) in Art History.

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), and candidates for the B.A. degree must also demonstrate level IV competency in a foreign language. 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.

Courses are 3 credits unless noted otherwise.

Requirements for the Bachelor of Arts (B.A.)/Bachelor of Fine Arts (B.F.A.) in Art

Foundation Requirements (30 credits: 24 Studio credits; 6 Art History 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 (0104) 101 Fundamentals of 2D Design

ART (0104) 105 Drawing I

ART (0104) 106 Drawing II

ART (0104) 126 3D Design

ART (0104) 190 Introductory Art Seminar

Sophomore Year:

ARH (0111) 196 Art and the World I

ARH (0111) 197 Art and the World II

ART (0104) 240 Figure Drawing and Anatomy

ART (0104) 255 Drawing III

ART (0104) 275 Color: Theory and Practice

B.A. in Studio Art

Required Credits: *57 credits in Art and Art History*

(Capstone: Art (0104) 499 Senior Portfolio)

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*

B.F.A. with a Concentration in Studio Art**Required Credits:**

72 credits in art and art history (Capstones ART (0104) 401, 402 Senior Thesis Project I,II)

Required Course Work in Art and Art History:

Studio Art Foundation: *24 credits*

Fine Art Studio Electives: *24 credits*

Contemporary Art Seminar

Senior Thesis Project I

Senior Thesis Project II

Art History: *15 credits*

B.F.A. with a Concentration in Graphic Design**Required Credits:**

72 credits in art and art history (Capstones ART (0104) 434, Senior Promotional Materials)

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 Course Work in Art and Art History:

Studio Art Foundation: *24 credits*

Graphic Design Studio: *30 credits*

Studio Electives: *6 credits*

Art History: *12 credits*

Junior Year:

ART (0104) 301 Computer Graphic Applications I

ART (0104) 329 Computer Graphic Applications II

ART (0104) 330 Graphic Design I

ARH (0111) 392 History of Graphic Design

ART (0104) 430 Graphic Design II

Senior Year:

ART (0104) 433 Senior Project in Graphic Design

ART (0104) 434 Senior Promotional Materials (*capstone*)

ART (0104) 437 Advertising Design I

ART (0104) 438 Advertising Design II

ART (0104) 492 Internship

B.A. in Art Education

This 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 (Capstone: Art (0104) 499 Senior Portfolio)

28 credits Art Education sequence

Required Course Work in Art and Art History:

Studio Art Foundation: *24 credits*

Fine Art Studios: *18 credits*

Senior Portfolio: *3 credits*

Art History: *12 credits*

Please see Art Education/Ruth S. Ammon School of Education for Art Education sequence.

B.A. in Art History

Required Courses: 42 credits (Capstone: ARH (0111) 401 Thesis Project or ARH (0111) 402 Internship)

ARH (0111) 196 Art and the World I

ARH (0111) 197 Art and the World II

Studio Courses (6 credits) to be determined in consultation with studio faculty.

Senior Capstone Courses: Thesis project or Internship

Variable Requirements:

9 Art History Electives

Foreign Language Requirement

All recipients of B.A.'s in Art or Art History must demonstrate, either through course work or testing, level four language proficiency.

Art Minors (*18 credits*)

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 (0111) 196, 197, and four art history electives.

Honors in Art History

Students who have completed the requirements for a B.A. in Art History and 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.

Special Programs**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.

Advisement

As freshmen, art students are assigned to an advisor from among our full-time faculty. The advisor provides registration guidance and consultation throughout the year as needs arise.

Fine Arts Facilities

The Art Department is situated in two campus locations, Blodgett Hall and the newly constructed Adele and Herbert J. Klapper Center for Fine Arts. The Fine Arts 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 can mail a portfolio of images representing their studio work in the form of 35mm slides or a CD. The portfolio should be accompanied by a letter of introduction addressed to the department chairman. 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 Fagnoli 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.

Asian Studies

Cristina Zaccarini, *Co-Director*
 Blodgett Hall, Room 200
 p – (516) 877-4788
 e – zaccarin@adelphi.edu

Lawrence Sullivan, *Co-Director*
 Blodgett Hall, Room 204 B
 p – (516) 877-4964
 e – lsulliva@adelphi.edu

The minor in Asian Studies offers a multidisciplinary approach to understanding a region that has played an important role throughout history and has emerged as one of the most economically dynamic and politically influential areas in the world. This comprehensive approach gives students a broad-based knowledge that integrates history, politics, economics, geography, anthropology, natural sciences, and culture, including film, art, and music.

Students will have the opportunity to study some of the following countries:

- **East Asia**—*China, Japan, and Korea*
- **Southeast Asia**—*Vietnam, Indonesia, Thailand, Cambodia, Malaysia, Philippines, Laos, Myanmar, Singapore, and Cambodia*
- **South Asia**—*India, Pakistan, and Sri Lanka*
- **Southwest Asia**—*Iran and Iraq*
- **Central Asia**—*Kazakhstan and Uzbekistan*

Requirements for the Asian Studies Minor

Students who wish to minor in Asian Studies will be required to choose a specific *major*, such as History, Political Science, Anthropology, or International Studies and must meet the credit requirements of the major, general education, and the minor in Asian Studies.

Students wishing to complete the Asian Studies minor must take a minimum of *21 credits* by following one of the four program tracks.

Track A

Discipline	<i>Credits</i>
Languages*	6
Humanities	9
Social and/or Natural Sciences	6
Total Credits:	21

Track B

Discipline	<i>Credits</i>
Languages*	6
Humanities	6
Social and/or Natural Sciences	9
Total Credits:	21

Track C

Discipline	<i>Credits</i>
Languages*	12
Humanities	3
Social and/or Natural Sciences	6
Total Credits:	21

Track D

Discipline	<i>Credits</i>
Languages*	12
Humanities	6
Social and/or Natural Sciences	3
Total Credits:	21

*The language requirement can be waived at the discretion of the Director of Languages for students who demonstrate significant fluency in an Asian language; native speakers will be prohibited from taking entry-level courses, as in all language courses offered by the Department of Languages.

Chinese and Japanese are the languages of study offered at Adelphi University for the Asian Studies program.

Undergraduate Courses applicable for fulfillment of the Minor.

Courses are 3 credits unless noted otherwise.

ARH (0111) 245	Art of Asia	Literature
ARH (0111) 246	Art of The Near East	COM (0108) 215 Film Then and Now
ARH (0111) 645	Art of Asia	HIS (0136) 290 Special Topics
HIS (0136) 210	Modern China	PHI (0154) 256 Culture and Religion of India
JPN (0141) 111	Japanese Level I	HIS (0136) 259 Islamic History
JPN (0141) 112	Japanese Level II	HIS (0136) 309 History of East Asia I
CHI (0129) 111	Chinese Level I	HIS (0136) 310 History of East Asia II
CHI (0129) 112	Chinese Level II	MUH (0196) 251 Music, Culture and Society: .
CHI (0129) 121	Chinese Level III	Focus on China and India
CHI (0129) 490	Independent Study	MUH (0196) 255 Music, Culture, & Society:
LAN (0139) 390	Arabic I	Workshop on Major Traditions
HEB (0132) 111	Hebrew Level I	of the World
HEB (0132) 112	Hebrew Level II	ANT (0103) 103 Culture and Health
HEB (0132) 121	Hebrew Level III	ANT (0103) 105 Culture and Society
HEB (0132) 122	Hebrew Level IV	and, with advisor's approval, selected
HEB (0132) 241	Hebrew Conversation	Special Topics courses from CHI (0129),
HEB (0132) 273	Masterpieces of Hebrew	HEB (0132), LAN (0139), and MUH (0196)

Study Abroad Opportunities

Students should contact the Center for International Education for Study Abroad Opportunities.

Biology

Science Building, Room 103

Alan Schoenfeld, *Chair*

Benjamin Weeks, *Chair, Undergraduate Academic Affairs Committee*

p – (516) 877-4200

f – (516) 877-4209

e – schoenfeld@adelphi.edu

e – weeks@adelphi.edu

w – academics.adelphi.edu/artsci/bio

FACULTY

Professors

Deborah F. Cooperstein

Carol Diakow

James K. Dooley

Lawrence J. Hobbie

Gayle D. Insler

George K. Russell

Benjamin Weeks

Professor Emeritus

A. Coolidge Churchill

Associate Professor

Jonna Coombs

R. David Jones

Alan Schoenfeld

Assistant Professors

Tandra Chakraborty

Matthias Foellmer

Aaren Freeman

Aram Stump

Andrea Ward

Biology is the study of life at all levels, from cells and molecules to organisms to ecosystems encompassing large parts of the Earth. Biology majors learn about 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 (0105) 111-112). To ensure that students gain a solid foundation in all areas of biology, majors must then take Genetics (BIO (0105) 222) and Genetics Project Lab (BIO (0105) 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 (0105) 423, BIO (0105) 438, BIO (0105) 465, or BIO (0105) 516, or two semesters of guided research (BIO (0105) 497 or BIO (0105) 498, followed by BIO (0105) 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 (0144) 114), two semesters of general

chemistry (CHE (0106) 111, 112), one semester of organic chemistry with lab (CHE (0106) 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. Students are also invited to explore careers in the health professions by taking either Pre-Health Professions Internship (BIO (0105) 495), in which they observe in different departments at Winthrop Hospital or the dental preceptorship (BIO (0105) 498), in which they observe in a variety of dental offices.

Courses are 3 credits unless noted otherwise.

Requirements for the Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) Degrees in Biology

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

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 (0105) 111 and 112 (*4 credits each*)
- 3) BIO (0105) 222 (3 credits) and BIO (0105) 224 (2 credits) (*In the rare event that BIO (0105) 224 is not offered, BIO (0105) 223 may be substituted*)
- 4) Distribution Requirements: One course each from Categories I, II, and III*
- 5) One Capstone Experience Course, to be taken during a student's final two semesters.
- 6) At least two courses at the 400- and/or 500-level excluding BIO (0105) 491–498. Courses from Categories I, II, and III and Capstone Experiences can be applied simultaneously to this requirement and to the Distribution and Capstone Experience Requirements above.
- 7) A maximum of 4 credits from BIO (0105) 491–499 will be counted toward the required total 38 biology credits, except if BIO (0105) 497 and 499 or BIO (0105) 498 and BIO (0105) 499 are taken, in which case the total of these credits (5-6 credits maximum) 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 (0105) 220 Organic Evolution
- BIO (0105) 234 Principles of Ecology (*4 credits*)
- BIO (0105) 250 Invertebrate Zoology (*4 credits*)
- BIO (0105) 253 Marine Biology (*4 credits*)
- BIO (0105) 260 Animal Behavior (*4 credits*)
- BIO (0105) 290 Vertebrate Zoology (*4 credits*)

Category II. Anatomy/Physiology**

BIO (0105) 294 Comparative Anatomy

BIO (0105) 355 Histology (*4 credits*)

BIO (0105) 360 Principles of Regulatory Physiology (*4 credits*)

BIO (0105) 484 Neurobiology

Category III. Biochemistry, Cell, and Developmental Biology

BIO (0105) 345 Developmental Biology (*4 credits*)

BIO (0105) 365 Cell Biology I (*4 credits*)

BIO (0105) 504 Survey of Biochemistry (*4 credits*)

or

CHE (0106) 471/472 Biochemistry I and II*** (*4 credits each*)

BIO (0105) 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 (0105) 203 and BIO (0105) 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 (0105) 423 Physiological and Molecular Aspects of Nutrition

BIO (0105) 438 Microbial Ecology

BIO (0105) 465 Cell Biology II: Advanced Topics

BIO (0105) 499 Guided Research and Guided Research: Capstone Experience*****
(*2-3 credits*)

BIO (0105) 516 Behavioral Ecology

OR other courses that are designated as Capstone Courses

(e.g., certain special topics courses)

Elective Courses

BIO (0105) 238 Fundamentals of Microbiology (*4 credits*)

BIO (0105) 243 Botany (*4 credits*)

BIO (0105) 288 Honors Colloquium (*2 credits*)

BIO (0105) 310 Biological Communities

BIO (0105) 322 Human Genetics

BIO (0105) 340 Nature of Viruses

BIO (0105) 356 Vertebrate Embryology (*4 credits*)

BIO (0105) 362 Jaws, Teeth, and Forensic Dentistry (*4 credits*)

BIO (0105) 485 Selected Topics (*3 or 4 credits*)

BIO (0105) 495 Pre-Health Professions Internship

BIO (0105) 521 Endocrinology

BIO (0105) 528 Immunology

BIO (0105) 540 Principles of Disease

BIO (0105) 567 Environmental Pollutants and Disease

Additional courses from categories I, II, and III that are taken after the category has been fulfilled are also Electives.

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

(32 credits)

Chemistry

CHE (0106) 111, 112 General Chemistry I, II *(4 credits each)*

CHE (0106) 251, 252, Organic Chemistry I, II

CHE (0106) 253, 254 Organic Lab or equivalent. *(2 credits each)*

Physics

PHY (0156) 111, 112 College Physics I, II *(4 credits each)*

or

PHY (0156) 113, 114 Physics for Science Majors I, II *(4 credits each)*

Mathematics

MTH (0144) 114 Statistics for the Natural Sciences

One additional semester of mathematics or computer science, drawn from MTH (0144) 110, MTH (0144) 130, MTH (0144) 131, MTH (0144) 140, or any MTH with a number higher than 140 or CSC (0145) 160, 171, or any other CSC course with a prerequisite of CSC (0145) 171.

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

(25 credits)

Chemistry

CHE (0106) 111, 112 General Chemistry I, II *(4 credits each)*

CHE (0106) 251, 253 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 (0106) 112 (e.g., CHE (0106) 252, 254)
- 2) Physics: PHY (0156) 111, 112, 113, 114, or any course with a prerequisite of PHY (0156) 112 or 114
- 3) Math: MTH (0144) 110, 130, 131, 140, or any MTH (0144) with a number higher than 140
- 4) Computer Science: CSC (0145) 160, 171, or any other CSC (0145) course with a prerequisite of CSC 171
- 5) Earth Science: any course with an EAS (0112) prefix

Foreign Language

Demonstration of Level IV competency in a language other than English.

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 (0105) 492, which is offered only on a Pass/Fail basis.

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.

Scholar Teacher Education Program (STEP)

The Biology department in association with the Adelphi University School of Education offers a unique combined baccalaureate/master's five year program (B.A. or B.S./MA) which allows a student to major in Biology and also fulfill courses in education that will lead to New York State teaching certification. See The Master of Arts Programs in English, Mathematics, Science and Social Studies Education, Ruth S. Ammon School of Education.

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 (0105) 111, 112 Biological Concepts and Methods (or equivalent)(*4 credits each*)

BIO (0105) 222 Genetics

BIO (0105) 224 Genetics Project Lab (*2 credits*)

The remaining credits needed to complete the minor in biology shall include additional courses in biology to bring the total credits to 24 to be chosen from BIO (0105) 203, BIO (0105) 204, and all biology courses BIO (0105) 220 or above. A minimum of two 4-credit laboratory courses must be part of the remaining credits. It is recommended that the student contact faculty for individual guidance in the development of an appropriate minor.

Pre-Health Professions Preparation

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.

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. No new students will be accepted after the entering class of 2011.

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.

- **Podiatry**

Adelphi University/New York College of Podiatric Medicine, 3/4 B.S./D.P.M.

Please see the section on Pre-Professional Preparation in this *Bulletin* for information about these and other joint degree/early assurance programs.

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 (0105) 111, 112. Preprofessional students should be aware that an increasing number of medical and dental schools will not accept Advanced Placement credit in the place of a full-year biology course offered at a college. *Students should consult their advisor.*

Transfer Students

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

Honors in Biology

To qualify for honors in biology, the student must satisfactorily complete BIO (0105) 288 (normally in the sophomore or junior year), BIO (0105) 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.

Chemistry

Science Building, Room 201

Joseph M. Landesberg, *Chair*

p – (516) 877-4130

f – (516) 877-4485

e – landesbe@adelphi.edu

w – academics.adelphi.edu/artsci/che

FACULTY

Professors

Stephen Z. Goldberg

Joseph M. Landesberg

Stanley Windwer

Associate Professors

David Parkin

Charles Shopsis

Justyna Widera

Assistant Professors

Brian J. Stockman

Melissa A. VanAlstine

Professors Emeritus

Sung Moon

Donald T. Opalecky

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, and 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:

- The B.A. and B.S. in chemistry are flexible programs that provide excellent preparation for careers in chemistry and a variety of other areas including medicine;
- 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 Bachelor of Science (B.S.) or Bachelor of Arts (B.A.) Degree in Chemistry

In addition to General Education requirements, a total of 60–63 *credits* are required for a B.S. and 55 credits plus demonstrated competency at Level IV in a foreign language 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 (0106) 111, 112 General Chemistry (4 credits each)

CHE (0106) 251, 252 Organic Chemistry

CHE (0106) 253, 254 Organic Chemistry Laboratory (2 credits each)

CHE (0106) 265 Quantitative Analysis (4 credits)

CHE (0106) 321 Physical Chemistry

CHE (0106) 323 Physical Chemistry Laboratory (2 credits)

CHE (0106) 411 Inorganic Chemistry

CHE (0106) 193, 194, 293, 294, 393, 394 Research Seminars in Chemistry (0.5 credit each)

CHE (0106) 493, 494 Research Seminars in Chemistry (1 credit each)

CHE (0106) 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 (0106) 322 Physical Chemistry II

CHE (0106) 324 Physical Chemistry Laboratory II (2 credits)

CHE (0106) 413 Inorganic Chemistry Laboratory (2 credits)

CHE (0106) 451 Advanced Organic Chemistry

CHE (0106) 462 Instrumental Methods and Physical Analysis (4 credits)

CHE (0106) 471, 472 Biochemistry I, II (4 credits each)

CHE (0106) 481 Computers and Chemistry

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

MTH (0144) 141, 142 Calculus and Analytic Geometry I, II (4 credits each)

MTH (0144) 234 Applied Differential Equations

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 (0106) 111, 112 General Chemistry (4 credits each)

CHE (0106) 251, 252 Organic Chemistry

CHE (0106) 253, 254 Organic Chemistry Laboratory (2 credits each)

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

Recommended courses are:

CHE (0106) 265 Quantitative Analysis (4 credits)

CHE (0106) 462 Instrumental Methods and Physical Analysis (4 credits)

CHE (0106) 471 Biochemistry I (4 credits)

CHE (0106) 472 Biochemistry II (4 credits)

Requirements for the Bachelor of Science (B.S.) in Biochemistry

In addition to General Education requirements, a total of 77–78 *credits* are required for a major in biochemistry, consisting of 46–47 *credits* in chemistry and 31 *credits* in cognate areas. Chemistry and cognate courses for the program are as follows:

Chemistry (41 credits)

CHE (0106) 111, 112 General Chemistry (4 credits each)

CHE (0106) 251, 252 Organic Chemistry

CHE (0106) 253, 254 Organic Chemistry Laboratory (2 credits each)

CHE (0106) 265 Quantitative Analysis (4 credits)

CHE (0106) 321 Physical Chemistry I

CHE (0106) 323 Physical Chemistry Laboratory I (2 credits)

CHE (0106) 471, 472 Biochemistry I, II (4 credits each)

CHE (0106) 193, 194, 293, 294, 393, 394 Research Seminars in Chemistry (0.5 credit each)

CHE (0106) 493, 494 Research Seminars in Chemistry (1 credit each)

CHE (0106) 581 Safety in the Laboratory and Studio (1 credit)

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

CHE (0106) 322 Physical Chemistry II

CHE (0106) 324 Physical Chemistry Laboratory II (2 credits)

CHE (0106) 411 Inorganic Chemistry

CHE (0106) 451 Advanced Organic Chemistry

CHE (0106) 462 Instrumental Methods and Physical Analysis (4 credits)

CHE (0106) 470 Principles of Toxicology

CHE (0106) 475 Biochemistry of Proteins and Nucleic Acids

CHE (0106) 478 Bioinorganic Chemistry

CHE (0106) 481 Computers and Chemistry

Mathematics, Physics, and Biology (31 credits)

BIO (0105) 111, 112 Biological Concepts and Methods (4 credits each)

BIO (0105) 222 Genetics

BIO (0105) 223 Genetics Lab (1 credit)

MTH (0144) 141, 142 Calculus and Analytic Geometry I, II (4 credits each)

MTH (0144) 234 Applied Differential Equations

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

Scholar Teacher Education Program (STEP)

The Chemistry department in association with the Adelphi University School of Education offers a unique combined baccalaureate/master's five year program (B.A. or B.S./MA) which allows a student to major in Chemistry and also fulfill courses in education that will lead to New York State teaching certification. See The Master of Arts Programs in English, Mathematics, Science and Social Studies Education, Ruth S. Ammon School of Education.

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.

Communications

Blodgett Hall, Room 113

Peter Costello, *Chair*

p – (516) 877-4905

f – (516) 877-4896

e – costello@adelphi.edu

w – academics.adelphi.edu/artsci/com

FACULTY

Professor

Sam L. Grogg

Paul Thaler

Joan Stein Schimke

Assistant Professors

Mark Grabowski

Associate Professors

Anna Akerman

Margaret Cassidy

Peter C. Costello

Terrence Ross

The program in communications offers three interdisciplinary areas of study: communication and media studies, video and film production, 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 offers academic credit for work in small and large communications institutions.

The media studies concentration explores the history of communications, communication theory, interpersonal communication, 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 offers skills courses in news, feature, blog, and sports writing; magazine production, web journalism, photojournalism, public relations, and electronic/digital journalism. The program also emphasizes the enduring history of journalism and attention to the role of the First Amendment and a free press.

All students write a senior thesis where they research a significant issue or controversy in the discipline. All students have access to the department's internship program, through which they gain entry into all the major media industries.

Students participate in undergraduate research conferences, compete in national and local film and video festivals, create blogs and websites,, run student film and video festivals, and produce a regular public access cable television program.

Courses are 3 credits unless otherwise noted.

Requirements for the Bachelor of Arts (B.A.) in Communications (42 credits)

In addition to General Education and foreign language requirements, the requirements of the major in Communications are as follows:

Core (18 credits)

Required of all communications majors:

- COM (0108) 102 Communication Theory
- COM (0108) (0108) 103 History of Media and Communication
- COM (0108) 104 Art of Film and Video
- COM (0108) 225 Introduction to Moving Image Production
- COM (0108) 300 Media Criticism
- COM (0108) 410 Senior Thesis Seminar

Concentrations (18 credits)

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

Media Studies

Required:

- COM (0108) 493 Professional Internship
- (Only 3 credits of COM 493 can be counted toward this concentration)*
- Choose 15 credits from the following:*
- COM (0108) 205 Media and Children
- COM (0108) 212 Propaganda and Communication
- COM (0108) 315 Communication and Behavior
- COM (0108) 336 Media and Gender
- COM (0108) 369 Special Topics: Global Media
- COM (0108) 403 Free Speech, Media Law, and Democracy
- COM (0108) 406 New Communication Technology and Social Change
- COM (0108) 411 Issues and Conflicts in Media and Society
- COM (0108) 502 Adolescence and the Media

Moving Image Arts

Required:

- COM (0108) 131 History of Cinema
- COM (0108) 325 Film 1
- COM (0108) 330 Video 1
- Choose 9 credits from the following:*
- COM (0108) 191 Production Assistantship

COM (0108) 215 Film Then and Now: Genres, Styles, Movements

COM (0108) 309 Writing for Media 1

COM (0108) 334 Major Directors

COM (0108) 409 Writing for Media 2

COM (0108) 415 Film Theory and Criticism

COM (0108) 425 Film 2

COM (0108) 430 Video 2

COM (0108) 450 Documentary Production

COM (0108) 470 Moving Image Workshop

Prerequisite: COM (0108) 425 or COM (0108) 430, or permission of instructor. This course may be repeated for a total of 9 credits.

Journalism

Required:

COM (0108) 207 Introduction to Journalism

COM (0108) 208 Writing for Newspapers I

Choose 12 credits from the following:

COM (0108) 209 Writing for Newspapers II

COM (0108) 216 Feature Writing

COM (0108) 252 Writing the Sports Story

COM (0108) 316 Writing for Magazines

COM (0108) 320 Magazine Editing and Production

COM (0108) 329 Special Topics: Photojournalism I and II

COM (0108) 329 Special Topics: Web Journalism

COM (0108) 403 Free Speech, Media Law, and Democracy

COM (0108) 450 Documentary Production

Communications Electives (6 credits)

Any two courses offered by the communications department.

The Minor (18 credits)

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

Professional Internships

The Department makes available to upper-level students a wide variety of intensive internship opportunities in leading professional organizations. 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, Newsday, Nickelodeon, Madison Square Garden, Tribeca Film Festival, New York Yankees, SportsChannel, USA Network, WABC-TV New York, WCBS-TV New York, WLIW Channel 21, WNBC-TV New York, The Howard Stern Show.

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.

Department of Communications Awards and Honors

The Communications Department has a range of awards that it presents to distinguished graduating seniors, including the Department Honors Award, the Creativity in Film and Video Award, the Excellence in Journalism Award, and the Research and Writing Award. The exact awards given out each year vary, depending on the particular talents of the graduating class in a given academic year.

The department also hosts a chapter of Lambda Pi Eta, the National Communication Honor Society. Students are invited to apply for membership in their junior year and new members are inducted every spring.

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.

For **COMPUTER MANAGEMENT INFORMATION SYSTEM** program - Please turn to Mathematics and Computer Science section later in this chapter.

For **COMPUTER SCIENCE** program - Please turn to Mathematics and Computer Science section later in this chapter.

Criminal Justice

Blodgett Hall, Room 102

Stephanie Lake, *Ph.D., Director*

p – (516) 877-4941

f – (516) 877-4717

e – lake@ adelphi.edu

w – academics.adelphi.edu/arts/criminaljustice

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.

For additional information, contact Stephanie Lake in the Sociology Department at (516) 877-4941, or Emily Wilson in University College (516) 877-3400.

Requirements for Bachelor of Science (B.S.) in Criminal Justice (48 credits)

In addition to General Education requirements, the requirements for a major in Criminal Justice are as follows:

Foundation Courses (9 credits)

Must be taken prior to Core Requirements.

ANT (0103) 111 Cultural Anthropology

PIA (0501) 101 General Psychology

SOC (0170) 100 Introduction to Sociology

Core Requirements (18 credits)

ACG (0606) 265 Criminal Justice Planning and Research (4 credits)

POL (0158) 332/ACG (0606) 332 American System of Criminal Justice

SOC (0170) 246/ACG (0606) 246 Criminology (4 credits)

SOC (0170) 261/ACG (0606) 261 Crime and Punishment (4 credits)

SOC (0170) 277/ACG (0606) 277 Law and Social Inequality

Required Courses (*13 credits*)

POL (0158) 323 Individual Rights in the Constitution

PIA (0501) 386 Psychology of Criminal Behavior

SOC (0170) 331 Sociology of Law

ACG (0606) 455 Capstone: Contemporary Developments in Criminal Justice (*4 credits*)

Electives (*12–15 credits*)

(Selected with approval of academic adviser.)

A. Two of the following:

ACG (0606) 363 Criminal Law (*4 credits*)

SOC (0170) 240 Sociology of Violence

SOC (0170) 244 Sociology of Deviance

SOC (0170) 315/ACG (0606) 315 Juvenile Delinquency

B. Two of the following:

ACG (0606) 361 Sociology of Terrorism (*4 credits*)

ACG (0606) 364 Forensic Science (*4 credits*)

ACG (0606) 366 Organized Crime (*4 credits*)

ANT (0103) 229 Humankind, Culture, Environment (*4 credits*)

ANT (0103) 362 Jaws, Teeth, & Forensic Dentistry (*4 credits*) (*cross-listed as BIO (0105) 362/ENV (0125) 362*)

ANT (0103) 441 Forensic Anthropology (*4 credits*)

POL (0158) 325 Law and the Legal Process

PIA (0501) 262 Social Psychology

PIA (0501) 355 Introduction to Forensic Psychology

PIA (0501) 462 Special Topics in Social Psychology

SOC (0170) 341 Gender Issues in Criminal Justice

Dance

Performing Arts Center, Room 149

Frank Augustyn, *Chair*

p – (516) 877-4250

e – augustyn@adelphi.edu

w – academics.adelphi.edu/artsci/pfa/dance.

FACULTY

Associate Professor

Frank Augustyn

Assistant Professor

Catherine Denisot -Lawrence

Orion Duckstein

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 one class in classical ballet and one in contemporary dance.

Courses are 3 credits unless otherwise noted.

Requirements for the Major in Dance (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 (32 credits)

PFD (0191) 235 Dance History and Criticism I

PFD (0191) 236 Dance History and Criticism II

BIO (005) 212 Functional Anatomy for Dance

PFD (0191) 240 Music and Rhythmic Training for Dancers

PFD (0191) 240 Dance Theatre (1–3 credits)

History and Application of Theatre Technology (2 credits)

PTD (0193) 153 Introduction to Costumes (2 credits)

Theory and Composition (4 credits)

PFD (0191) 218 Dance Improvisation

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

Requirements for the Minor in Dance (26 credits)

Required:

PFD (0191) 110, 111, 210 Ballet (2 credits each)

PFD (0191) 125, 126, 225 Modern Dance (2 credits each)

PFD (0191) 221, 222 Dance Theory and Composition (2 credits each)

PFD (0191) 235 *or* 236 Dance History and Criticism I and II

Select 7 credits from the following:

PFD (0191) 211 Ballet IV (2 credits)

PFD (0191) 226 Modern Dance IV (2 credits)

PFD (0191) 350 Dance Theatre (1-3 credits)

PFA (0192) 108 Beginning Acting (2 credits)

PTD (0193) 153 Introduction to Costumes (2 credits)

MUA (0195) 110 Elementary Theory & Harmony I

MUA (0195) 112 Aural Skills & Musicianship I (1 credit)

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

For additional course listings, see academics.adelphi.edu/artsci/pfa/dance.

Talent Scholarships

The Department of Dance, 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.

For **ECONOMICS** program - Please turn to Chapter VI. School of Business

English

Harvey Hall, Room 216

Kermit Frazier, *Chair*

p – (516) 877-4020

f – (516) 877-4038

e – frazier@adelphi.edu

w – academics.adelphi.edu/artsci/eng

FACULTY

Professors

Judith Baumel

Jennifer Fleischer

Kermit Frazier

Steven J. Rubin

Igor Webb

Susan Weisser

Assistant Professors

Carson Craig

Louise Geddes

Vincent Passaro

Peter West

Associate Professors

Martha Cooley

Anton Dudley

Jacqueline Jones LaMon

Michael Matto

Lahney Preston-Matto

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.

Courses are 3 credits unless noted otherwise.

Requirements for the Bachelor of Arts (B.A.) in English (36 credits)

The English major has a foreign language requirement, and 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 (0122) 231 Literature in English I

ENG (0122) 232 Literature in English II

ENG (0122) 233 Literature in English III

ENG (0122) 250 The Study of Literature (*additional prerequisite ENG (0122) 107*)

Literature Track (*24 credits*)

Variables (*18 credits*)

Choose one course before 1660:

Prerequisites for all courses: ENG (0122) 250 and ENG (0122) 107

ENG (0122) 270 Adelphi in Florence

ENG (0122) 320 Medieval Literature

ENG (0122) 321 Renaissance Literature

ENG (0122) 325 17th Century Literature

ENG (0122) 340 Chaucer (*additional prerequisite ENG (0122) 231*)

ENG (0122) 341 Shakespeare I

ENG (0122) 342 Shakespeare II

ENG (0122) 343 Milton

ENG (0122) 344 Major Authors in English

ENG (0122) 347 Major Author(s) in Translation

Seminar Middle Ages

Choose one course before 1800:

Prerequisites for all courses: ENG (0122) 250 and ENG (0122) 107

ENG (0122) 320 Medieval Literature

ENG (0122) 321 Renaissance Literature

ENG (0122) 325 17th Century Literature

ENG (0122) 322 18th Century Literature

ENG (0122) 323 The 18th Century Novel

ENG (0122) 331 Restoration and 18th Century Drama

ENG (0122) 340 Chaucer (*Additional prerequisite ENG (0122) 231*)

ENG (0122) 341 Shakespeare I

ENG (0122) 342 Shakespeare II

ENG (0122) 343 Milton

ENG (0122) 344 Major Author(s) in English

ENG (0122) 345 Major American Author(s)

ENG (0122) 347 Major Author(s) in Translation

ENG (0122) 360 Early American Literature

ENG (0122) 396 Adelphi in Britain Literature

Seminar 18th Century

Choose two courses after 1800:

Prerequisites for all courses: ENG (0122) 250 and ENG (0122) 107

- ENG (0122) 324 The Romantics
- ENG (0122) 326 The Victorians
- ENG (0122) 327 English Novel in the 19th Century
- ENG (0122) 330 19th Century Literature
- ENG (0122) 344 Major Author(s) in English
- ENG (0122) 345 Major American Author(s)
- ENG (0122) 346 Austen
- ENG (0122) 347 Major Author(s) in Translation
- ENG (0122) 361 19th Century American Literature
- ENG (0122) 328 20th Century Literature
- ENG (0122) 362 American Literature of the Modern Period
- ENG (0122) 370 African American Drama
- ENG (0122) 301 Modern Drama
- ENG (0122) 302 Contemporary Drama
- ENG (0122) 303 Modern Novel
- ENG (0122) 304 Contemporary Novel
- ENG (0122) 305 Modern Poetry
- ENG (0122) 306 Contemporary Poetry

Choose one course on a major author:

Prerequisites for all courses: ENG (0122) 250 and ENG (0122) 107

- ENG (0122) 340 Chaucer (*Additional prerequisite ENG (0122) 231*)
- ENG (0122) 341 Shakespeare I
- ENG (0122) 342 Shakespeare II
- ENG (0122) 343 Milton
- ENG (0122) 344 Major Author(s) in English
- ENG (0122) 345 Major American Author(s)
- ENG (0122) 347 Major Author(s) in Translation
- ENG (0122) 346 Austen

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

Prerequisites for all courses: ENG (0122) 231, ENG (0122) 232, ENG (0122) 233, and ENG (0122) 250.

- ENG (0122) 451 Historical Movement Seminar: British Literature
- ENG (0122) 452 Historical Movement Seminar: American Literature
- ENG (0122) 453 Thematic Topics in Literature
- ENG (0122) 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 (0122) 202 Structure of Modern English
- ENG (0122) 220 Classical Heritage

- ENG (0122) 251 Third Gender Literature
 ENG (0122) 260 Women and Literature
 ENG (0122) 264 The Tragic Vision
 ENG (0122) 265 The Comic Vision
 ENG (0122) 267 Literature and Other Arts
 ENG (0122) 270 Adelphi in Florence
 ENG (0122) 280 The Bible in Western Literature
 ENG (0122) 350 Literary Criticism and Theory (*Prerequisites* ENG (0122) 250, ENG (0122) 107)
 ENG (0122) 352 History of the English Language (*Prerequisites*: ENG (0122) 250, ENG (0122) 107)
 ENG (0122) 396 Adelphi in Britain

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 a related discipline (history, philosophy, theatre, foreign languages at level IV or above) may be offered as an elective.

Creative Writing Track (24 credits)

Variables (24 credits)

Choose one course before 1800:

Prerequisites for all courses: ENG (0122) 250 and ENG (0122) 107

- ENG (0122) 270 Adelphi in Florence
 ENG (0122) 320 Medieval Literature
 ENG (0122) 321 Renaissance Literature
 ENG (0122) 325 17th Century Literature
 ENG (0122) 331 Restoration and 18th Century Drama
 ENG (0122) 322 18th Century Literature
 ENG (0122) 323 The 18th Century Novel
 ENG (0122) 340 Chaucer (*Additional prerequisite* ENG (0122) 231)
 ENG (0122) 341 Shakespeare I
 ENG (0122) 342 Shakespeare II
 ENG (0122) 343 Milton
 ENG (0122) 344 Major Author(s) in English
 ENG (0122) 345 Major American Author(s)
 ENG (0122) 347 Major Author(s) in Translation
 ENG (0122) 360 Early American Literature
 ENG (0122) 396 Adelphi in Britain

Choose two courses after 1800:

Prerequisites for all courses: ENG (0122) 250 and ENG (0122) 107

- ENG (0122) 301 Modern Drama
 ENG (0122) 302 Contemporary Drama
 ENG (0122) 303 Modern Novel

ENG (0122) 304 Contemporary Novel
 ENG (0122) 305 Modern Poetry
 ENG (0122) 306 Contemporary Poetry
 ENG (0122) 324 The Romantic
 ENG (0122) 326 The Victorians
 ENG (0122) 327 English Novel in the 19th Century
 ENG (0122) 328 20th Century Literature
 ENG (0122) 330 19th Century Literature
 ENG (0122) 344 Major Author(s) in English
 ENG (0122) 345 Major American Author(s)
 ENG (0122) 346 Austen
 ENG (0122) 347 Major Author(s) in Translation
 ENG (0122) 361 19th Century American Literature
 ENG (0122) 362 American Literature of the Modern Period
 ENG (0122) 370 African American Drama

Choose one course on a major author:

Prerequisites for all courses: ENG (0122) 250 and ENG (0122) 107

ENG (0122) 340 Chaucer (*Additional prerequisite ENG (0122) 231*)
 ENG (0122) 341 Shakespeare I
 ENG (0122) 342 Shakespeare II
 ENG (0122) 343 Milton
 ENG (0122) 344 Major Author(s) in English
 ENG (0122) 345 Major American Author(s)
 ENG (0122) 346 Austen
 ENG (0122) 347 Major Author(s) in Translation

Choose four courses from the following group:

Note: Courses may be repeated with different instructor.

ENG (0122) 312 Writing Fiction (*Prerequisites: ENG (0122) 107 and ENG (0122) 109*)
 ENG (0122) 313 Writing Poetry (*Prerequisites: ENG (0122) 107 and ENG (0122) 109*)
 ENG (0122) 314 Forms in Poetry (*Prerequisites: ENG (0122) 107 and ENG (0122) 109*)
 ENG (0122) 315 Creative Nonfiction (*Prerequisites: ENG (0122) 107 and ENG (0122) 109*)
 ENG (0122) 316 Writing Plays (*Prerequisites: ENG (0122) 107 and ENG (0122) 109*)
 ENG (0122) 412 Advanced Fiction (*Prerequisite: ENG (0122) 312*)
 ENG (0122) 413 Advanced Poetry (*Prerequisite: ENG (0122) 313*)
 ENG (0122) 416 Advanced Playwriting (*Prerequisite: ENG (0122) 316*)
 ENG (0122) 457 Special Topics in Creative Writing (*Prerequisites: ENG (0122) 312, 313, 314, 315, or 316, depending on topic*)
 ENG (0122) 492 Internship

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

The Minor (21 credits)

ENG (0122) 231 Literature in English I

ENG (0122) 232 Literature in English II

ENG (0122) 233 Literature in English III

ENG (0122) 250 Interpretive Theories and Methods

ELECTIVES Three other courses in English or African, Black and Caribbean Studies in consultation with adviser.*

* *Excluding: ENG (0122) 107, 108, 109, 110.*

Grading/Credits

A minimum grade of C (2.0) is required in ENG (0122) 231, 232, 233, and 250.

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.

Scholar Teacher Education Program (STEP)

The English department in association with the Adelphi University School of Education offers a unique combined baccalaureate/master's five year program (B.A. or B.S./MA) which allows a student to major in English and also fulfill courses in education that will lead to New York State teaching certification. See The Master of Arts Programs in English, Mathematics, Science and Social Studies Education, Ruth S. Ammon School of Education.

Environmental Studies

Science Building, Room 103

Anagnostis Agelarakis, *Director*

p – (516) 877-4112

f – (516) 877-4717

e – agelarak@adelphi.edu

w – academics.adelphi.edu/artsci/env/ugrad/major.php

FACULTY

Professors

Anagnostis Agelarakis, *Anthropology*

Raysa Amador, *Languages, International Studies*

Regina Axelrod, *Political Science*

Anthony Cok, *Environmental Studies*

John P. Dooher, *Physics*

Martin H. Garrell, *Physics*

Benjamin Weeks, *Biology*

Assistant Professors

Jonna Coombs, *Biology*

Matthias Foellmer, *Biology*

Andrea Ward, *Biology*

Justyna Widera, *Chemistry*

Visiting Professor

Jessica Dutton

Associate Professors

Beth Christensen, *Environmental Studies*

David Gleicher, *Economics*

Katie Laatikainen, *Political Science, International Studies*

David Machlis, *Economics*

Mariano Torras, *Economics*

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 Bachelor of Arts (B.A.) in Environmental Studies (58 credits)

In addition to completing University General Education and foreign language requirements, the Requirements are:

Core Courses:

CHE (0106) 581 Chemical Safety in Laboratory and Studio (*1 credit*)

ENV (0125) 101 Social Sciences and Environmental Problems

ENV (0125) 102/EAS (0112) 110 Natural Sciences and Environmental Problems

Capstone: (*3–6 credits*)

Strongly recommended and may be satisfied by one of the following:

ENV (0125) 410 Senior Seminar/capstone class in Environmental Studies

or

ENV (0125) 420 Internship/capstone experience in Environmental Studies *or*
Guided Research/capstone experience

Common Courses:

Minimum of 12 credits, selected in consultation with adviser.

ANT (0103) 229 Humankind, Culture, and the Environment (*4 credits*)

ANT (0103)/ ENV (0125)/ EAS (0112) 225 Human Evolution (*4 credits*)

ECA (0203) 111 The Price System

ECA (0203) 112 The National Economy

ENV (0125) EAS (0112) 156 Weather and Climate

POL (0158) 212 Environment and Politics

Corequisite Courses:

(15-credit minimum)

These courses must be selected in consultation with an adviser.

Biology:

BIO (0105) 103 The Living World (*4 credits*)

BIO (0105) 104 Darwin to DNA (*4 credits*)

or

BIO (0105) 111 Concepts and Methods of Biology I (*4 credits*)

BIO (0105) 112 Concepts and Methods of Biology II (*4 credits*)

Chemistry:

CHE (0106) 111 General Chemistry I

CHE (0106) 112 Chemistry II

or

CHE (0106) 104/ENV (0125) 112 Environmental Chemistry I (offered in the fall) (*4 credits*)

CHE (0106) 106/ENV (0125) 113 Environmental Chemistry II (offered in the spring) (*4 credits*)

Physics:

PHY (0156) 111 College Physics I (*4 credits*)

PHY (0156) 112 College Physics II (*4 credits*)

or

PHY (0156) 113 Physics I (*4 credits*)

PHY (0156) 114 Physics II (*4 credits*)

Statistics:

MTH (0144) 113 Survey of Statistics

MTH (0144) 114 Statistics for Natural Science

or

PIA (0501) 137 Psychological Statistics (*4 credits*)

SOC (0170) 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 (0105) 103 The Living World (*4 credits*)

BIO (0105) 104 Darwin to DNA (*4 credits*)

BIO (0105) 111 Concepts and Methods of Biology I (*4 credits*)

BIO (0105) 112 Concepts and Methods of Biology II (*4 credits*)

BIO (0105) 234 Principles of Ecology (*4 credits*)

BIO (0105) 243 Botany (*4 credits*)

BIO (0105) 253 Marine Biology (*4 credits*)

BIO (0105)/ANT (0103) 362 Jaws, Teeth, and Forensic Dentistry (*4 credits*)

CHE (0106) 111 General Chemistry I (*4 credits*)

CHE (0106) 112 General Chemistry II (*4 credits*)

CHE (0106) 251 Organic Chemistry I

CHE (0106) 252 Organic Chemistry II

CHE (0106) 104/ENV (0125) 112 Environmental Chemistry I (offered in the fall) (*4 credits*)

CHE (0106) 106/ENV (0125) 113 Environmental Chemistry II (offered in the spring) (*4 credits*)

CHE (0106) 251 Organic Chemistry I (*4 credits*)

CHE (0106) 252 Organic Chemistry II (*4 credits*)

*EAS (0112) 490 Independent Study in Earth Science (*3–6 credits*)

ENV (0125) 490 Independent Study in Environmental Studies (*2-3 credits*)

*EAS (0112) /ENV (0125) 104 Environmental Geology

*EAS (0112) /ENV (0125) 310 Water Resources and Hydrology

*EAS (0112) /ENV 323 Marine Resources

*ENV (0125) 392/EAS (0112) 385 Special Topics (*4 credits*)

*ENV (0125) 490/EAS (0112) 385 Special Topics

ENV (0125) 420 Internship in Environmental Studies (*3–6 credits*)

*EAS (0112) 490 Independent Study (*1-3 credits*)

ENV (0125) 491 Independent Study in Environmental Studies

ENV (0125)/ANT (0103) 343 Primate Ecology and Sustainable Development (*4 credits*)

- ENV (0125)/ANT 441 Forensic Anthropology (*4 credits*)
 ENV (0125) 490/CHE (0106) 470 Principles of Toxicology
 *ENV (0125)/EAS (0112) 108 Physical Geography (*4 credits*)
 *ENV (0125) 109/EAS (0112) 102 Physical Geology (*4 credits*)
 *ENV (0125) 110/EAS (0112) 103 Historical Geology (*4 credits*)
 *ENV (0125) /EAS (0112) 156 Weather and Climate
 *ENV (0125) /EAS (0112) 224 Marine Science (*4 credits*)
 *ENV (0125)/EAS (0112) 260 Environmental Geography
 ENV (0125) 392 Special Topics: Environmental Anthropology
- ENV (0125) 490/EAS (0112) 385 Special Topics: Offered as needed, topics include:
 - Geohazards
 - Sediments: An Environmental Archive
 - Introductions to the Oceans
 - Climate Change
- ENV (0125) /EAS (0112) 498 Guided Research
 PHY (0156) 104 Astronomy
 PHY (0156) 113 Physics for Science Majors I (*4 credits*)
 PHY (0156) 114 Physics for Science Majors II (*4 credits*)
 PHY (0156)/ENV (0125) 250 Physical Aspects of Pollution
- Social Sciences:*
- ANT (0103) 112 Physical Anthropology (*4 credits*)
 *ANT (0103) ENV (0125) /EAS (0112) 225 Human Evolution (*4 credits*)
 ANT (0103) 229 Humankind, Culture, and Environment (*4 credits*)
 ANT (0103) 321 Historic Preservations (*4 credits*)
 ANT (0103) ENV (0125) 265 Developing World: Culture, Conflict, Change
 ECA (0203) 111 The Price System
 ECA (0203) 112 The National Economy
 ECA (0203) 215 Environmental Economics
 *ENV (0125) /EAS (0112) 280 Urban Environments
 ENV (0125) 420 Internship in Environmental Studies (*3–6 credits*)
 ENV (0125) 490 Special Topics
 Offered as needed, topics include:
- Humans, Primates and Sustainable Development
 - Capstone: Environmental Ethics
- ENV (0125) 491 Independent Study in Environmental Studies
 ENV (0125)/EAS (0112) 498 Guided Research
 ISP (0187) 101 Global Issues I
 ISP (0187) 102 Global Issues II
 POL (0158) 212 Environment and Politics
 POL (0158) 213 Energy Policy
 POL (0158) 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 (0112) 102 Physical Geology and EAS (0112) 103 Historical Geology (4 credits each).*

The Minor

(ENV (0125) 101 and ENV (0125) 102 plus electives for a minimum of 18 credits)

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

Options

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

The Environmental Studies Program 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 (0112) 102 Physical Geology (*4 credits*)

EAS (0112) 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, 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 in University College and consult with their adviser.

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 the Pre-Professional Preparation section of 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.

European Studies

Blodgett Hall, Room 202

Katie Laatikainen, *Director*

p – (516) 877-4597

e – laatikai@adelphi.edu

w – academics.adelphi.edu/artsci/europeanstudies

The European Studies Minor seeks to promote understanding and appreciation of the history, politics, literature, language, economics and culture of Europe. The minor provides a foundation for understanding the historical evolution of Europe as well as contemporary socio-political developments. The language component introduces students to the linguistic richness of Europe while the elective courses enable students to explore European culture, literature, philosophy, and society.

Requirements:

The European Studies minor is open to students of all majors, and they may count courses taken for the minor toward their General Education requirements. The European Studies Minor is composed of 18 credits, including two core required courses (*6 credits*), twelve credits of electives across a number disciplines, and demonstrated proficiency or successful completion of Level IV in a European language other than English. Note: *International Studies Majors must take an additional six credits of elective courses to qualify for a European Studies Minor.*

Core Courses (6 Credits)

Two courses are required for the European Studies Minor. Neither course has pre-requisites, but it is recommended that students complete HIS 102 prior to taking POL 360.

1. HIS (0136) 102: Western Civilization II
2. POL (0158) 360: European Politics

Language Requirement

All students taking the European Studies minor must reach level IV proficiency in European language other than English either through coursework or testing. Students who have completed high school in Europe may be exempted if they provide official documentation.

Elective Courses (12 Credits)

Students must complete twelve credits of electives, with at least one elective from each of the following groups of course electives. All of these courses are 3 credits each. *International Studies Majors must take an additional six credits of elective courses to qualify for a European Studies Minor.*

1. History and Humanities

HIS (0136) 216: Modern England

HIS (0136) 218: Renaissance and Reformation

HIS (0136) 237: Europe 1870-1918

HIS (0136) 238: Europe 1918-1945
 HIS (0136) 245: Twentieth Century Russia
 HIS (0136) 443: Senior Seminar: European History¹
 PHI (0154) 312: The History of Philosophy II: Early Modern Philosophy
 PHI (0154) 313: The History of Philosophy III: Philosophy of The Enlightenment
 PHI (0154) 314: The History of Philosophy IV: The 19th Century
 PHI (0154) 315: The History of Philosophy V: The 20th Century
 ARH (0111) 249: Art of the Italian Renaissance
 ARH (0111) 250: Northern European Renaissance Art

2. Literature and Language

ENG (0122) 220: The Classical Heritage
 ENG (0122) 231: Literature in English I
 ENG (0122) 232: Literature in English II
 ENG (0122) 264: The Tragic Vision
 ENG (0122) 265: The Comic Vision
 ENG (0122) 270: Adelphi in Florence: Experiencing the Italian Renaissance
 ENG (0122) 282: Survey of Drama and Theatre I
 FRN (0128) 231: French Cross-Cultural Concepts²
 FRN (0128) 232: Introduction to French Literature³
 FRN (0128) 246: France Today⁴
 SPA (0172) 231: Spanish Cross-Cultural Concepts⁵
 SPA (0172) 232: Introduction to Spanish Literature⁶
 SPA (0172) 246: Spain Today⁷

3. Social Sciences

ECA (0203) 214: History of Economic Thought
 POL (0158) 361: Politics of Russia and the Former Soviet Republics
 POL (0158) S/T: Transitions in Central and Eastern Europe⁸
 POL (0158) 499: Senior Seminar: Europe's Common Foreign and Security Policy⁹

¹ Open only to History Majors.

² Students taking this course must meet the pre-requisite of French Level IV.

³ Students taking this course must meet the pre-requisite of French Level IV.

⁴ Students taking this course must meet the pre-requisite of French Level IV.

⁵ Students taking this course must meet the pre-requisite of Spanish Level IV.

⁶ Students taking this course must meet the pre-requisite of Spanish Level IV.

⁷ Students taking this course must meet the pre-requisite of Spanish Level IV.

⁸ This course has been offered as a special topics in the past, reflecting the expertise of guest lecturers.

⁹ This course is generally only open to students majoring in Political Science. Non-majors may take the course with permission of the instructor.

Gender Studies

Blodgett Hall, Room 202

Traci Levy, *Director*

e - levy@adelphi.edu

w - academics.adelphi.edu/artsci/genderstudies

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. The Gender Studies 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 program analyzes the structural and cultural underpinnings of sexism and women's inequality. It also:

- evaluates values, traditions, practices, and perspectives historically associated with various groups of women
- interrogates the social construction of gender roles
- analyzes the historical, political, economic, and cultural structures that have contributed to discriminatory or liberatory practices regarding gender, sexuality, and intersecting systems of oppression
- scrutinizes the social construction of gender roles
- analyzes social constructions of masculinity and how these stereotypes develop, operate, and affect society at large
- examines human sexuality; employs conceptual categories that make the experiences of gay, lesbian, bisexual, transgendered, and questioning people visible; seeks to understand and evaluate the meaning and function of heterosexuality in society, politics, and thought
- explores how class, race, and ethnic or national identity inform, modify, or challenge various understandings and practices of sex, gender, and sexuality

Courses are 3 credits unless noted otherwise.

The Gender Studies Minor (*18 credits*)

Required (*6 credits*)

SOC (0170) 241 Gender: Roles and Identity

HIS (0136) 281 History of Women in U.S. I

or

HIS (0136) 282 History of Women in U.S. II

Electives (*12 credits*)

12 credits from approved courses with the following restrictions:

A. Breadth Requirement - must take approved courses from at least three different departments.

B. Depth Requirement - must take at least two approved courses (*6 credits*) from the same department.

Courses are selected in consultation with an adviser. The program is open to any interested student.

History

Blodgett Hall, Room 200

Michael Christofferson, *Chair*

p – (516) 877-4790

e – mchristofferson@adelphi.edu

w – academics.adelphi.edu/artsci/his

FACULTY

Professors

Lester Baltimore

Marsha Tyson Darling

Patrick Kelly

Associate Professors

Abdin Chande

Michael Christofferson

Martin Haas

Cristina Zaccarini

Assistant Professors

Michael LaCombe

Dana Velasco Murillo

Professor Emeritus

Armstrong Starkey

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, education, 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.

In addition to General Education and foreign language requirements, the requirements for a major History are as follows:

Courses are 3 credits unless noted otherwise.

Requirements for the Bachelor of Arts (B.A.) 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 (0136) 101 Origins of Western Civilization I

or

HIS (0136) 105 World Civilizations I

and

HIS (0136) 102 Origins of Western Civilization II

or

HIS (0136) 106 World Civilizations II

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

HIS (0136) 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 take the prerequisite to the Senior Research Seminar.

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 (0136) 101 Origins of Western Civilization I

or

HIS (0136) 105 World Civilizations I

and

HIS (0136) 102 Origins of Western Civilization II

or

HIS (0136) 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.

Scholar Teacher Education Program (STEP)

The History department in association with the Adelphi University School of Education offers a unique combined baccalaureate/master's five year program (B.A. or B.S./MA) which allows a student to major in History and also fulfill courses in education that will lead to New York State teaching certification. See The Master of Arts Programs in English, Mathematics, Science and Social Studies Education, Ruth S. Ammon School of Education.

Interdisciplinary Studies

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.

Requirements for the Bachelor of Science (B.S.) in Interdisciplinary Studies

(120 credits)

For a Bachelor of Science Degree with an Interdisciplinary Major, a student must complete: University General Education requirements; the major course of study approved by the three-person advisory committee; electives.

Requirements for the Bachelor of Arts (B.A.) in Interdisciplinary Studies

For a Bachelor of Arts Degree with an Interdisciplinary Major, a student must complete the B.S. requirements and must also demonstrate Level IV competency in a foreign language.

International Studies

Katie V. Laatikainen, *Program Director*

p – (516) 877-4597

e – laatikai@adelphi.edu

FACULTY

Business

Rakesh Gupta, *Dean, School of Business*

Dennis Payette, *Associate Professor*

Grace Conway, *Associate Professor*

Environmental Studies

Anagnostis Agelarakis, *Professor*

Beth Christensen, *Associate Professor*

Anthony Cok, *Professor*

Languages

Raysa E. Amador, *Professor*

Nicholas A. Carbo, *Associate Professor*

Nicole Rudolph, *Assistant Professor*

Rakhel Villamil-Acera, *Assistant Professor*

Priya Wadhera, *Assistant Professor*

Political Science

Regina Axelrod, *Professor*

Margaret Gray, *Assistant Professor*

Traci Levy, *Associate Professor*

The International Studies major is a 48-60 credit-hour interdisciplinary program that combines the study of language and culture with the study of political science, business or environmental studies. A sequence of core courses offers all majors a foundation for integrating these separate disciplinary tracks. In the senior year capstone, students conduct either an original interdisciplinary research project or an internship that allows them to apply the interdisciplinary knowledge they have gained in the classroom.

The International Studies major at Adelphi is distinctive because it combines interdisciplinary learning with in-depth disciplinary knowledge. Integral to the International Studies major is the language track. Students in the major not only learn to communicate effectively in their target language, they also gain a cross-cultural perspective on the contemporary political, economic, and social institutions of the countries or region whose language they are studying. The combination of disciplinary tracks with a core curriculum helps students bridge discrete bodies of knowledge and understand the interdependent global community in which we live. By mastering subjects that connect the global community--politics, business and the environment--students acquire the tools necessary to understand and analyze the problems that confront our increasingly complex world.

International Studies students continue their education outside the classroom, from participating in faculty-led study abroad trips to a full semester or year spent studying abroad. Opportunities also exist closer to home. Adelphi University's status as a non-governmental organization (NGO) of the United Nations and our strong connection to the UN offers many opportunities for International Studies majors. From participating in UN NGO conferences and briefings, attending the Ambassadorial lecture series on campus, to taking the National Model United Nations course, International Studies majors can take advantage of our proximity and growing relationship with the UN to expand

their horizons and to network in a truly global environment. Adelphi's easy proximity to New York City, a world business and financial center, provides both intellectual and practical opportunities to International Studies majors, particularly in the business track. Students in the environmental studies track can gain hands-on experience with a number of international, national and local environmental consortia, organizations, agencies and groups ranging from the National Park Service, the Environmental Protection Agency to the Alley Pond Environmental Center on Long Island.

With intensive language training and thorough immersion in a disciplinary track, our students both master disciplinary knowledge and learn to transcend disciplinary boundaries. Our graduates have gone on to great success, finding employment at international organizations like the World Bank, non-governmental organizations like the World Federalist Association, with export-import banks, and in international education. International Studies graduates frequently pursue advanced degrees, and they have been accepted to some of the world's most prestigious universities, including institutions such as Columbia University, Georgetown University, the University of Michigan, Cambridge University, and the London School of Economics.

Courses are 3 credits unless noted otherwise.

Requirements for the Bachelor of Arts (B.A.) in International Studies (48–60 credits)

In addition to completing University General Education Requirements, the major consists of 48 to 60 credits to be distributed as follows:

Interdisciplinary Core Courses (12 - 15 credits, required of all students in the major)

ISP (0187) 101 Global Issues I

ISP (0187) 102 Global Issues II

ISP (0187) 201 Interdisciplinary Mid-Level Research Seminar

Prerequisites: ISP (0187) 101 and 102. Must be taken in Sophomore or Junior year.

Capstone (3-6 credits)

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

A. ISP (0187) 493 Internship in International Studies Work Experience (2–5 credits)

and

ISP (0187) 494 Internship Journal in the Foreign Language Studied (1 credit)

or

B. ISP (0187) 495 Guided Research Thesis (2 credits)

and

ISP (0187) 497 Guided Research Summary in the Foreign Language Studied (1 credit)

Tracks (36–45 credits in one of the following tracks):

Language/Business

- 18 credits in one language (French, Spanish) above language 122 (Level IV)
- 18 credits in Business (including BUS (0204) 341 International Business)
- 3 credits in Math, MTH (0144) 110
- 6 credits in Economics, ECA (0203) 111 and ECA (0203) 112

Language/Environmental Studies

- 18 credits in one language (French, Spanish) above language 122 (Level IV)
- 21 credits in environmental studies

Language/Political Science

- 18 credits in one language (French, Spanish) above language 122 (Level IV)
- 15 credits in political science (including POL (0158) 280 Theories and Practice of International Politics)
- 3 credits in history (must be 200 level and above; 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.

Language Track Courses (12 credits)

Select the FRE (0128) or SPA (0172) courses from this group.

FRE (0128), SPA (0172) 231 Cross-Cultural Concepts (French, Spanish)

FRE (0128), SPA (0172) 246 France Today, or Spain Today

or

SPA (0172) 248 Trends and Tendencies in Hispanic America

FRE (0128), SPA (0172) 310 Strategies in Oral Communication (French, Spanish)

FRE (0128), SPA (0172) 344 Translation Techniques (French, Spanish)

Elective Language Courses - 6 credits to be chosen from:

FRE (0128) 263, 264 Introduction to International Business French I, II

FRE (0128) 292 The French-Speaking World

FRE (0128) 302, 303 Emergence of Modern France I, II

SPA (0172) 246 Spain Today

SPA (0172) 248 Trends and Tendencies in Hispanic America

SPA (0172) 263, 264 Introduction to International Business Spanish I, II

SPA (0172) 325 Development of Hispanic American Identity

SPA (0172) 531 Caribbean Culture and Civilization

Business Track

Note: The following corequisites (9 credits) are required for the Business track: MTH (0144) 110 and Economics ECA (0203) 111, 112.

Required:

BUS (0204) 341 International Business

15 credits chosen from:

ACC (0201) 101 Principles of Accounting I

ACC (0201) 102 Principles of Accounting II

BUS (0204) 252 Legal and Ethical Environment

FIN (0209) 311 Financial Markets

FIN (0209) 330 Managerial Finance

FIN (0209) 443 International Finance

MGT (0210) 262 Principles of Management

MGT (0210) 280 Marketing

MGT (0210) 366 Organizational Behavior
MKT (0212) 480 Advertising Management

Environmental Studies Track

ENV (0125) 101 Social Sciences and Environmental Problems
ENV (0125) 102 Natural Science and Environmental Problems
CHE (0106) 581 Safety in Lab and Studio
ENV (0125) 110 Historical Geology
ENV (0125) 225 Human Evolution
ENV (0125) 280 Urban Environments
ENV (0125) 323 Marine Resources

Political Science Track

Required:

POL (0158) 280 Theories and Practice of International Politics

Electives: 12 credits in Political Science to be chosen from the following in consultation with major adviser:

POL (0158) 260 Comparative Political Analysis
POL (0158) 270 Special Topics: Comparative Politics
POL (0158) 280 Theories and Practice of International Relations
POL (0158) 290 Special Topics: International Politics
POL (0158) 305 Race and Politics
POL (0158) 360 European Politics
POL (0158) 361 Politics of Russia and the Former Soviet Republics
POL (0158) 362 Politics of Africa
POL (0158) 363 Politics of Latin America
POL (0158) 366 Politics of Development and Underdevelopment
POL (0158) 370 Special Topics: Comparative Politics
POL (0158) 371 Women and Comparative Political Development
POL (0158) 372 Hate and Conflict: Art, Media and Political Science
POL (0158) 380 International Law and Organization
POL (0158) 381 American Foreign Policy
POL (0158) 382 International Politics of East and Southeast Asia
POL (0158) 383 Comparative Foreign Policy
POL (0158) 385 International Political Economy
POL (0158) 388 International Relations through Film
POL (0158) 389 National Model United Nations
POL (0158) 390 Special Topics: International Politics
POL (0158) 560 International Environmental Policy

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

Languages, Literatures, and Cultures

Science Building, Room 216C

Raysa E. Amador, *Chair*

p – (516) 877-4050

f – (516) 877-4047

e – amador@adelphi.edu

w – academics.adelphi.edu/artsci/lan

FACULTY

Professors

Raysa E. Amador

Richard Garner

Associate Professors

Susan Briziarelli

Nicholas A. Carbo

Assistant Professor

Nicole Rudolph

Rakhel Villamil-Acera

Priya Wadhera

Lecturer

Jonathan Hiller

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. We also gain insight into their distinctive solutions to universal problems. The department offers majors and minors in French and Spanish, and a minor in Italian. The department also offers courses in Arabic, Chinese, German, modern Greek, modern Hebrew, Japanese, Latin, Portuguese, English as a Second Language, and Linguistics. For courses in American Sign Language, please consult Ruth S. Ammon School of Education.

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

By so doing, 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 undergraduate students is tailored to prepare candidates to teach at the childhood and adolescent levels.

The curriculum enables 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.

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

Courses are 3 credits each unless noted otherwise.

Requirements for the Bachelor of Arts (B.A.) in French (36 credits)

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

I. FRE(0128) 122* Level IV French

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

II. Language Courses (12 credits)

FRE (0128) 241 French Phonetics and Diction
 FRE (0128) 251 Advanced French Conversation
 FRE (0128) 252 Grammar and Composition
 FRE (0128) 344 French Translation Techniques

III. Culture/Civilization Courses (9 credits)

FRE (0128) 231 French Cross-Cultural Concepts
 FRE (0128) 246 France Today
 FRE (0128) 292 The French-Speaking World

IV. History/Civilization Courses (6 credits)

FRE (0128) 302 Emergence of Modern France I
 FRE (0128) 303 Emergence of Modern France II

V. Literature (6 credits)

FRE (0128) 232 Introduction to French Literature

Plus one of the following:

FRE (0128) 481 Seminar in French Literature of the 19th Century
 FRE (0128) 482 Seminar in French Literature of the 20th Century

Requirements for the Bachelor of Arts (B.A.) in Spanish (36 credits)

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

I. SPA (0172) 122* Level IV Spanish

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

II. Language Courses (9 credits)

SPA (0172) 240 Spanish for Native Speakers
or
 SPA (0172) 251 Advanced Spanish Conversation
 SPA (0172) 252 Grammar and Composition
 SPA (0172) 344 Spanish Translation Techniques

III. Culture/Civilization Courses (12 credits)

SPA (0172) 231 Spanish Cross-Cultural Concepts

SPA (0172) 246 Spain Today

SPA (0172) 248 Trends and Tendencies in Hispanic America

SPA (0172) 325 Development of Hispanic American Identity

or

SPA (0172) 531 Caribbean Culture and Civilization

IV. Spanish Literature (12 credits)

SPA (0172) 232 Introduction to Hispanic Literature

SPA (0172) 331 Survey of the Literature of Spain

SPA (0172) 332 Survey of the Literature of Hispanic America

Plus one of the following:

SPA (0172) 412 Seminar in Spanish Literature

SPA (0172) 422 Seminar in Hispanic American Literature

The Minor in Languages

Students who wish to minor in French, Italian, or Spanish 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.

Scholar Teacher Education Program (STEP)

The Spanish program in association with the Ruth S. Ammon School of Education offers a unique combined baccalaureate/master's five year program (B.A. or B.S./MA) which allows a student to major in Spanish and also fulfill courses in education that will lead to New York State teaching certification. See The Master of Arts Programs in English, Mathematics, Science and Social Studies Education, Ruth S. Ammon School of Education.

Departmental Awards

Departmental honors are conferred on students who have a GPA of 3.5 or better in the major and have completed a seminar with a "B" or higher. Please contact the department for further information. Awards include:

- Lucienne Petit Prize for Excellence in French
- Paul Langellier Award in French
- Ruth Richardson Award for Excellence in Spanish
- Delores Roethal Award in Spanish Literature

Honor Societies

Membership is usually by application, but limited to students who have demonstrated leadership, high general academic scholarship, and excellence in the study of Spanish, French, or Italian.

For specific requirements visit the society pages at the links below or contact the Department of Languages, Literatures and Cultural:

- French Honor Society: Pi Delta Phi
- Spanish Honor Society: Sigma Delta Pi
- International Honor Society: Sigma Iota Rho

Marie Louise Vazquez Scholarship in French

The Marie-Louise Pesselier Vazquez Scholarships for French majors were generously created by a devoted professor in honor of her time teaching French at Adelphi University. All Sophomore, Junior, and Senior French majors will be considered for the awards. Scholarships are awarded based upon a student's overall grade point average and major grade point average.

For more information on this scholarship, please contact:

Rory Shaffer-Walsh
Major Gifts Officer
e - shafferwalsh@adelphi.edu

Asian Studies and Latin American Studies

Interdisciplinary programs of study are available in Asian Studies (minor), European Studies (minor), and Latin American Studies (Bachelor of Arts (B.A.) and Minor). See Interdisciplinary Programs section for more information.

Interdisciplinary Major

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

Study Abroad Opportunities

Students may study abroad for a summer term, one semester or for the whole academic year. Adelphi offers opportunities for immersion in a foreign language as well as concentration in International Studies in many locations around the world. Please contact Adelphi's Center for International Education for further information.

Latin American Studies

Harvey Hall, Room 224

Raysa E. Amador, *Director*

e – amador@adelphi.edu

w – *academics.adelphi.edu/artsci/latam*

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 Bachelor of Arts (B.A.) in Latin American Studies (36 credits)

Students wishing to major in Latin American Studies must demonstrate proficiency in Level IV (SPA (0172) 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 (0103) 111 Cultural Anthropology

ANT (0103) 245 Peoples and Cultures of Mexico (*See departmental offering*)

Economics (3 credits)

ECA (0203) 101 Introduction to Economics

History* (6 credits)

Language* (6 credits)

SPA (0172) 231 Spanish Cross-Cultural Concepts

Political Science* (6 credits)

Sociology* (3 credits)

Spanish* (6 credits)

SPA (0172) 531 Caribbean Culture and Civilization (*may be taken for undergraduate or graduate credit*)

** Courses chosen in consultation with major adviser*

The Minor

The minor will allow students and professionals in training for careers in law, education, justice administration, healthcare, 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 (0172) 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-.

Study Abroad Opportunities

Qualified students may study for a semester or for the academic year in selected Latin American or Caribbean universities. Please consult the Center for International Education for further information.

Mathematics and Computer Science

Post Hall, Room 211

Robert Bradley, *Chair*

p – (516) 877-4480

f – (516) 877-4499

e – bradley@adelphi.edu

w – www.adelphi.edu/mathcs

FACULTY

Professors

Robert Emmett Bradley

David Lubell

Walter Meyer

William Quirin

Robert M. Siegfried

Associate Professors

Stephen Bloch

David Chays

Assistant Professors

Lee Stemkoski

Christopher Storm

Salvatore Petrilli

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 Bachelor of Science (B.S.) in Mathematics (47 credits)

MTH (0144) 141 Calculus and Analytic Geometry I (4 credits)

or

MTH (0144) 131 Calculus 1B (4 credits)

MTH (0144) 142 Calculus and Analytic Geometry II (4 credits)

MTH (0144) 243 Calculus III (4 credits)

MTH (0144) 253 Linear Algebra (4 credits)

MTH (0144) 301 Introduction to Proof and Abstract Reasoning

MTH (0144) 321 Geometry I

or

MTH (0144) 322 Geometry II

MTH (0144) 361 Introduction to Probability Theory

MTH (0144) 365 Advanced Mathematical Modeling

MTH (0144) 431 Analysis

MTH (0144) 457 Abstract Algebra

CSC (0145) 156 Discrete Structures

CSC (0145) 171 Introduction to Computer Programming (4 credits)

Two additional mathematics courses chosen from among:

MTH (0144) 244 Introduction to Ordinary Differential Equations

MTH (0144) 321 Geometry I

or

MTH (0144) 322 Geometry II

MTH (0144) 326 History of Mathematics

MTH (0144) 351 Theory of Numbers

MTH (0144) 355 Symbolic Logic

MTH (0144) 362 Mathematical Statistics

MTH (0144) 366 Queueing Theory

MTH (0144) 383 Numerical Calculus

MTH (0144) 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 (0144) 290–295); Freshmen are encouraged to take the Freshmen Mathematics Seminar (MTH (0144) 190)

Requirements for the Bachelor of Science (B.S.) in Computer Science (70 credits)

CSC (0145) 156 Discrete Structures

CSC (0145) 171 Introduction to Computer Programming (4 credits)

CSC (0145) 172 Introduction to Algorithms and Data Structures (4 credits)

CSC (0145) 174 Computer Organization and Assembly Language

CSC (0145) 270 Survey of Programming Languages

CSC (0145) 271 Software I: Utilities and Internals

CSC (0145) 272 Software II: Principles of Programming Languages

CSC (0145) 343 Data Structures

CSC (0145) 344 Algorithms and Complexity

CSC (0145) 371 Systems I: Computer Organization and Architecture

CSC (0145) 480 Senior Seminar

Plus three courses from among the following:

CSC (0145) 233 Graphical User Interface Programming
 CSC (0145) 302 Artificial Intelligence
 CSC (0145) 333 Computer Graphics and Image Processing
 CSC (0145) 372 Systems II
 CSC (0145) 390 Special Topics in Computer Science
 CSC (0145) 440 Software Engineering
 CSC (0145) 443 Database Management Systems
 CSC (0145) 450 Computer Networks
 CSC (0145) 453 Operating Systems
 CSC (0145) 493 Internship in Computer Science (*when taken for 3 credits*)

Plus all of the following:

MTH (0144) 141 Calculus and Analytic Geometry I (*4 credits*)
or
 MTH (0144) 131 Calculus 1B (*4 credits*)
 MTH (0144) 142 Calculus and Analytic Geometry II (*4 credits*)
 MTH (0144) 253 Linear Algebra (*4 credits*)
 MTH (0144) 361 Introduction to Probability Theory
 Plus one course from among:
 MTH (0144) 351 Theory of Numbers
 MTH (0144) 355 Symbolic Logic
 MTH (0144) 362 Mathematical Statistics
 MTH (0144) 365 Advanced Mathematical Modeling
 MTH (0144) 366 Queueing Theory
 MTH (0144) 383 Numerical Calculus

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

BIO (0105) 111, 112 Biological Concepts and Methods I, II (*4 credits each*)
 CHE (0106) 111, 112 General Chemistry I, II (*4 credits each*)
 PHY (0156) 113, 114 Physics I, II (*4 credits each*)

Requirements for the Bachelor of Science (B.S.) in Computer and Management Information Systems (*53–55 credits*)

MTH (0144) 110 Pre-Calculus for Non-Majors
or
 MTH (0144) 140 Pre-Calculus for Math and Science Majors
or
 MTH (0144) 130 Calculus 1A
 OPR (0207) 272 Analytical and Statistical Modeling (*4 credits*)
or
 MTH (0144) 114 Statistics for the Natural Sciences
 (Option for students who have taken either MTH (0144) 131 or MTH (0144) 141)
 CSC (0145) 156 Discrete Structures
 CSC (0145) 170 Introduction to Computers and Their Applications

CSC (0145) 171 Introduction to Computer Programming (*4 credits*)
 CSC (0145) 172 Introduction to Algorithms and Data Structures (*4 credits*)

or

CSC (0145) 173 Visual Programming
 BUS (0204) 162 Introduction to Business
 MGT (0210) 262 Principles of Management
 ACC (0201) 101 Principles of Accounting I
 OPR (0207) 271 Information Technology and Applications (*4 credits*)
 OPR (0207) 373 Management of Production and Operations
 CSC (0145) 443 Database Management Systems

or

OPR (0207) 475 Database Management Systems
 CSC (0145)/OPR (0207) 480 Senior Seminar

Plus four courses from among:*

CSC (0145) 174 Computer Organization and Assembly Language
 CSC (0145) 233 Graphical User Interface Programming
 CSC (0145) 270 Survey of Programming Languages
 CSC (0145) 271 Software I: Utilities and Internals
 CSC (0145) 333 Computer Graphics and Image Processing
 CSC (0145) 390 Special Topics in Computer Science
 CSC (0145) 440 Software Engineering
 CSC (0145) 450 Computer Networks
 OPR (0207) 471 System Analysis and Design
 OPR (0207) 474 Data Communication
 OPR (0207) 478 Management Information Systems

**At least two of these courses must be from CSC (0145) 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 department.

Concentration in Game Development

This program focuses on the development of computer games and the relevant skills needed to create interactive software in a graphical, multi-player environment.

Requirements: Undergraduates majoring in Computer Science (CS) or Computer Management Information Systems (CMIS) are eligible to enroll in the Concentration in Game Development. This concentration consists of three required courses (CSC (0145) 233 Graphical User Interface Programming, CSC (0145) 237 Game Programming, and CSC (0145) 440 Software Engineering) and a choice of two out of three courses (CSC (0145)

302 Artificial Intelligence, CSC (0145) 333 Computer Graphics and Image Processing, and CSC (0145) 450 Computer Networks). Concentration Adviser: Lee Stemkoski, (516) 877-4495.

Concentration in Information Security

This program focuses on the development of secure applications and the relevant skills needed to address the root cause of security holes, which is usually “bad software,” i.e. defective software with regard to its requirements, testing, design and/or implementation; learn the features and characteristics of secure systems and how to build security into a software system as it is developed.

Requirements: Undergraduates majoring in Computer Science (CS) or Computer and Management Information Systems (CMIS) are eligible to enroll in the Concentration in Information Security. This concentration consists of three required courses (Computer Security, Applied Cryptography, and CSC (0145) 440 Software Engineering) and a choice of 2 out of 3 courses (CSC (0145) 450 Computer Networks, CSC (0145) 453 Operating Systems, and CSC (0145) 443 Database Management Systems). Concentration Adviser: David Chays, (516) 877-4479.

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. Students must maintain excellent grades through the upper level courses. In addition, a student wishing to earn honors in mathematics must complete the Mathematics Honors Seminar (MTH (0144) 290).

The Minor

The department offers two minors, one in mathematics and one in computer science. Students wishing to pursue a minor should consult with an adviser in the department.

The minor in mathematics includes *21 credits*: MTH (0144) 141 or MTH (0144) 131, MTH (0144) 142, CSC (0145) 156, MTH (0144) 253, MTH (0144) 301, and at least one course chosen from among MTH (0144) 244, MTH (0144) 361, MTH (0144) 365, and MTH (0144) 383.

The minor in computer science includes *20 credits*: CSC (0145) 171, CSC (0145) 172, CSC (0145) 156, CSC (0145) 270, and at least two additional 3-credit courses numbered 174 or higher.

Scholar Teacher Education Program (STEP)

The Mathematics and Computer Science department in association with the Adelphi University School of Education offers a unique combined baccalaureate/master’s five year program (B.A. or B.S./MA) which allows a student to major in Mathematics or Computer Science and also fulfill courses in education that will lead to New York State teaching certification. See The Master of Arts Programs in English, Mathematics, Science and Social Studies Education, Ruth S. Ammon School of Education.

Joint Degree Program in Engineering

Together with the Departments of Biology, Chemistry, and Physics, the Department of Mathematics and Computer Science 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 the Pre-Professional Preparation section of this *Bulletin* for more information about this and other joint degree/early assurance programs.

Music And Music Education

Performing Arts Center, Suite 207

Michael Hume, *Director of Music*

p – (516) 877-4290

f – (516) 877-4286

e – hume@adelphi.edu

w – cas.adelphi.edu/mus/

FACULTY

University Professor

Paul Moravec

Assistant Professor

Brian Meyers

Georgia A. Newlin, *Director of Music
Education*

Associate Professor

Christopher Lyndon-Gee

Sidney Marquez Boquiren

The Department of Music at Adelphi University is firmly committed to the teaching of excellence in all areas of the art of music. The department provides:

- A strong foundation for future academic and professional development
- Opportunities for musical and intellectual growth at the highest level, including a wide range of performance and presentation opportunities both at the local and national levels
- Small class size and individualized learning experiences
- Cultural enrichment that benefits the University and greater community

Classes provide a foundation in music theory, aural skills, musicianship, and music history. Performance experience is gained and developed through:

- Instrumental or vocal lessons
- Participation in large (orchestra and chorus) and small (chamber, jazz, opera, guitar, and world music) ensembles
- Participation in performances such as student recitals, ensemble concerts, and Broadway revues

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 in music**. Additional requirements include the performance of a public Graduation Recital.

Talent Scholarships

The Department of Music, in cooperation with the Office of Admissions, offers talent scholarships each year to outstanding and deserving entering first-year students who show evidence of unusual ability and potential as musicians.

BACHELOR OF SCIENCE IN MUSIC

The Bachelor of Science (B.S.) with a major in music is a comprehensive program that prepares students for a variety of professional careers as well as graduate studies in

music. Students hone their skills through a course of study that emphasizes performance experience. Coursework is augmented with visits by professionals in music, such as performers, composers, and educators, who share insights on their specific fields of expertise. Residencies by guest artists who offer master classes and workshops provide further opportunities for students to interact with professional artists.

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 as a music major is granted.

Courses are 3 credits each unless noted otherwise.

Requirements for the Major in Music (42 credits)

Theory (MUA (0195))

MUA (0195) 110 Theory and Harmony I
 MUA (0195) 111 Theory and Harmony II
 MUA (0195) 112 Aural Skills and Musicianship I (*1 credit*)
 MUA (0195) 113 Aural Skills and Musicianship II (*1 credit*)
 MUA (0195) 210 Theory and Harmony III
 MUA (0195) 211 Theory and Harmony IV
 MUA (0195) 212 Aural Skills and Musicianship III (*1 credit*)
 MUA (0195) 213 Aural Skills and Musicianship IV (*1 credit*)
 MUA (0195) 310 Form and Analysis

History (MUH (0196))

MUH (0196) 221 Major Composers of the 17th and 18th Centuries
 MUH (0196) 222 Major Composers of the 19th and 20th Centuries
 MUH (0196) 238 History of Jazz: Before 1950
 MUH (0196) 239 History of Jazz: After 1950

Please see the *Department of Music Student Handbook* for additional departmental requirements.

Inter-Arts Requirements for All Music Majors

MUH (0196) 290 The Arts and the Creative Process

Private Instruction (MUP (0198))

All music majors are required to enroll in private lessons in voice or an instrument every semester. (*4 credits total*)

Ensemble Performance (MUO (0197))

All music majors are required to enroll in a large ensemble (orchestra or chorus) every semester. Additionally, music majors are encouraged to participate in a small ensemble (such as Jazz Ensemble, Opera Workshop, or Chamber Music Ensemble). (*4 credits total*)

Electives (*50 credits*)

Students are encouraged to take Keyboard Proficiency (4 semesters), Small Ensemble (at least 4 semesters) and a foreign language (at least 2 semesters) as part of their electives.

Music Concentrations:

The Music Department plans to phase in three Concentrations: Composition, Performance, and Jazz Studies. The first of these, Composition, is available starting in Fall 2010. Current students can apply for a concentration by successfully completing the required courses by the time of their graduation. In order that a concentration appear on a student's transcript, a student must complete, and submit, a signed Change of Major/Minor form, available from the Office of the University Registrar. Since each concentration will be in the range of 11 to 14 credits, students may successfully complete a double concentration. In terms of course requirements, there is no overlap among the Composition, Jazz Studies, and Performance concentrations.

Concentration in Composition:

The Concentration in Composition for the Bachelor of Science in Music program provides training for young composers in preparation for graduate studies as well as professional activities outside academe. Students in this concentration will have the opportunity to work with faculty members of the department in order to develop a strong body of compositions. A seminar as well as private lessons in composition are complemented by courses in counterpoint, conducting and orchestration. Academic work is supplemented by workshops, readings, lectures, and performances of student works by guest artists and composers.

The Concentration in Composition requires an additional 12 credits beyond the 42 credits in the B.S. in Music:

- MUA (0195) 312 Counterpoint I
- MUA (0195) 410 Composition Seminar
- MUA (0195) 412 Conducting and Orchestration I
- MUA (0195) 491 Independent Study: Composition Lessons (*1 credit, taken three semesters*)
- Senior Composition Portfolio (*0 credits*)

The portfolio requirement will help students prepare and strengthen their graduate school application. All B.S. in Music Majors are required to perform a Senior Recital for their Capstone. Student Composers may choose to have their compositions performed as part of their Senior Recital, a recording of which should be submitted as part of their portfolio. Unless their principal instrument is piano, students are also encouraged to take either the 4-semester sequence of Keyboard Proficiency (*4 credits in total*) or Basic Keyboard Skills (*2 credits, repeatable*) as well as a small ensemble for 4 semesters (*0.5-1 credit, repeatable*). Consult adviser for possible small ensemble electives as well as the structure of the current B.S. in Music. Composition Concentration Adviser: Sidney Boquiren.

The Minor in Music

The Minor in Music can be tailored to the individual needs and talents of the student. The following are the minimal requirements for the Minor in Music.

Courses are 3 credits each unless noted otherwise.

Requirements for the Minor in Music (18 credits)

Theory

MUA (0195) 110 Theory and Harmony I

MUA (0195) 111 Theory and Harmony II

MUA (0195) 112 Aural Skills and Musicianship I (*1 credit*)

MUA (0195) 113 Aural Skills and Musicianship II (*1 credit*)

History (2 courses required from the following)

MUH (0196) 221 Major Composers of the 17th and 18th Centuries

MUH (0196) 222 Major Composers of the 19th and 20th Centuries

MUH (0196) 238 History of Jazz: Before 1950

MUH (0196) 239 History of Jazz: After 1950

MUH (0196) 290 The Arts and the Creative Process

Private Instruction (MUP (0198))

All music minors are required to enroll in private lessons in voice or an instrument for 4 semesters.

Ensemble Performance (MUO (0197))

All music minors are required to enroll in a large ensemble (orchestra, or chorus) for 4 semesters. Additionally, music minors are encouraged to participate in a small ensemble (such as Jazz Ensemble, Opera Workshop, or Chamber Music Ensemble).

Please see the *Department of Music Student Handbook* for additional departmental requirements.

BACHELOR OF SCIENCE IN MUSIC EDUCATION

The Bachelor of Science in Music Education is a 4- and 5- year program that leads to K-12 Certification in Music from the New York State Education Department.

Our undergraduate program is unique in that there is a strong focus on Zoltán Kodály's ideals in all methods classes. Kodály's vision and philosophy have led to a music education pedagogy that emphasizes music literacy using authentic folk songs, traditional children's songs and games, classical masterworks, and world music. The methodology evolves from the sequential development of music skills, and is a singing-based curriculum that is underscored by the importance of active music making at the highest levels of musicianship by students of all ages.

The 4-year Bachelor's degree prepares students for careers as music teachers at the elementary and secondary levels in general, vocal, and instrumental music. The optional fifth year offers a collaborative course of study at the Zoltán Kodály Pedagogical Institute in Hungary, an internationally recognized centre of excellence. Through this one-year intensive program of study abroad, Adelphi music education majors can earn a Master of Arts in Kodály Music Pedagogy from the Kodály Institute.

The degree requirements are consistent with NASM and NCATE standards as well as the New York State Education Department requirements, and establish Adelphi University as a leading national undergraduate program in Music Education.

Requirements for the Major in Music Education (93 credits)

MUSIC FOUNDATION (49 credits)

Music Theory (MUA (0195))

MUA (0195) 110 Theory and Harmony I
 MUA (0195) 111 Theory and Harmony II
 MUA (0195) 112 Aural Skills and Musicianship I
 MUA (0195) 113 Aural Skills and Musicianship II
 MUA (0195) 114 Keyboard Proficiency I
 MUA (0195) 115 Keyboard Proficiency II
 MUA (0195) 135 Technology for Music Educators
 MUA (0195) 210 Theory and Harmony III
 MUA (0195) 211 Theory and Harmony IV
 MUA (0195) 212 Aural Skills and Musicianship III
 MUA (0195) 213 Aural Skills and Musicianship IV
 MUA (0195) 216 Keyboard Proficiency III
 MUA (0195) 217 Keyboard Proficiency IV
 MUA (0195) 413 Conducting & Orchestration

Choose one of the following:

MUA (0195) 414 Choral Conducting

or

MUA (0195) 416 Instrumental Conducting

Music History (MUH (0196))

MUH (0196) 123 Music History I
 MUH (0196) 220 Music History II
 MUH (0196) 223 Music History III

Music Performance Groups (MUO (0197))

MUO (0197) 255 World Music Ensemble (two semesters)
 MUO (0197) 280 Improvisation Ensemble

Choose one of the following (eight semesters total):

MUO (0197) 140 Orchestra

or

MUO (0197) 142 Chorus

Music Private Instruction (MUP (0198))

MUP (0198) ### Private Instruction (eight semesters)

MUSIC EDUCATION CORE (28 credits)

Music Education (MUE (0199))

MUE (0199) 150 Introduction to Music Education

MUE (0199) 171 Vocal Techniques for Music Educators

MUE (0199) 250 Foundations of Music Education

MUE (0199) 251 Music Education Methods I – Classroom Instruments

MUE (0199) 271 Group Instruction: Brass Lab

MUE (0199) 272 Group Instruction: Woodwind Lab

MUE (0199) 350 Music Education Methods II – Elementary

MUE (0199) 351 Music Education Methods III – Secondary

MUE (0199) 371 Group Instruction: String Lab

MUE (0199) 372 Group Instruction: Percussion Lab

MUE (0199) 380 Methods Ensemble (*required four times – once with each Group Instruction: Lab*)

MUE (0199) 414 Music Education Methods IV – Diverse School Settings

MUE (0832) 480 Student Teaching in Music Education

MUE (0832) 490 Reflective Practice Seminar in Music Education

GENERAL PEDAGOGICAL CORE (*16 credits*)

Ruth S. Ammon School of Education

ELY (0802) 301 Literacy for Music Educators

HED (0834) 610 Health Prep for Teachers

EST (0836) 302 Perspectives on Teaching and Learning

EST (0836) 304 Community, Schools and Society

EST (0836) 305 The Child with Special Needs

Choose one of the following:

EST (0836) 221 Childhood Development – birth-grade 6

or

EST (0836) 222 Adolescent Development – grades 7-12

Peace Studies

Harvey Hall, Room 243

Rita Verma, *Peace Studies Minor Program Director, Assistant Professor*

p – (516) 877-4017

f – (516) 877-4286

e – verma@adelphi.edu

Peace Studies is a minor that gives undergraduate students the opportunity to explore and discover peaceful alternatives to various forms of violence. The minor provides an interdisciplinary approach to understanding the complex nature of human rights, peace, and peace-building work as well as hands-on experience to encourage students to engage in informed peace work. In addition to core courses, students choose among 5 strands, which include human rights, social justice and diversity, global justice, eco-justice, and conflict resolution. The overall focus on social justice and human rights complements Adelphi University's existing strengths in international studies, the Levermore Global Scholars Program, and work with the United Nations.

The Peace Studies Minor opens up a variety of employment opportunities to graduates: international non-governmental organizations, local community-based organizations, and grassroots organizations, the United Nations system, government (state department, congressional staff, etc.), civil rights law, human rights law, environmental law, university international student services and programs, social work, non-profit sector jobs, advertising, and teaching among other opportunities.

The Peace Studies Minor consists of *21 credits*. These include 3 required courses and 4 electives within the strands.

REQUIRED COURSES (*21 credits*):

Courses are 3 credits unless noted otherwise

Foundations Courses

All Foundations courses must be taken before advancing in the program.

EDU (0801) 110/SOC (0170) 110	Human Rights and Peace Studies: A Multidisciplinary Perspective
EDU (0801) 111/SOC (0170) 111	Human Rights and Peace Studies: Case Studies Approach

Total credits 6

Culminating Experience (to be taken after completion of all electives)

All students will be asked to complete a faculty supervised in-service project

EDU (0801) 410/SOC (0170) 410 Peace Studies Seminar

ELECTIVES (*12 credits*):

Choose 12 credits from the following categories, but no more than six from any one category (students may take 12 credits from only 2 strands, but must limit themselves to

6 credits in any one strand). A cross-listed course may only fulfill the requirements of the minor once in one category; that is, the course only counts for 3 credits of 12 and only under one category.

Human Rights:

AAS (0101) 317	The Civil Rights Movement
AAS (0101) 333	Women in International Development
SOC (0170) 270	American Ethnicity
SOC (0170) 277/ACG (0606) 277	Law and Social Inequality
POL (0170) 305	Race and Politics

Social Justice and Diversity:

AAS (0101) 317	The Civil Rights Movement
AAS (0101) 333	Women in International Development
SOC (0170) 270	American Ethnicity
SOC (0170) 277/ACG (0606) 277	Law and Social Inequality
POL (0170) 305	Race and Politics
ANT (0103) 514	Language And Culture
ECA (0203) 226*	Economic Development

*Students wishing to take ECA (0203) 226 must first take the pre-requisites, which are ECA (0203) 111 & ECA (0203) 112.

Global Justice:

LGS (0960)/ISP (0187) 101	Global Issues I
<i>or</i>	
LGS (0960)/ISP(1087) 102	Global Issues II
SOC (0170) 150	Soc Of Global Social Problems
ASC (0606) 205	Global And Societal Development And Conflict
POL (0170) 280	Theories and Practice of International Relations
POL (0170) 381	American Foreign Policy
POL (0170) 389*	National Model: United Nations
ANT (0103) 265	Developing World, Culture, and Change
HIS (0136) 390	Visions of War
PHI (0154) 390	Peace, War and Terrorism
HIS (0136) 231	American Diplomatic History II
ECA (0501) 231**	Systems of Political Economy
LGS (0960) 310	Levermore Seminar in the Humanities
<i>or</i>	
LGS (0960) 330	Levermore Seminar in the Social Sciences

*Students wishing to take POL (0158) 389 as one of their electives in this strand must also take POL (0158) 280 which is the pre-requisite for the course.

**Students wishing to take ECA (0203) 231 must first take the pre-requisites, which are ECA (0203) 111 & ECA (0203) 112.

Ecojustice:

ENV (0125) 101	Social Science and Environmental Problems
ENV (0125) 102	Natural Science and Environmental Problems

ENV (0125) 561	Human Ecology
POL (0158) 212	Environment and Politics
ECA (0203) 215*	Environmental Economics
PHI (0154) 380	Bioethics
LGS (0960) 340	Levermore Seminar in Science

**Students wishing to take ECA (0203) 215 must first take the pre-requisites, which are ECA (0203) 111 & ECA (0203) 112.

Conflict Resolution:

PHI (0154) 367	Philosophy of War and Peace
SOC (0170) 240	Sociology of Violence
POL (0158) 280	Theories and Practice of International Relations
COM (0108) 212	Propaganda And Communication
HIS (0136) 231	American Diplomatic History II
PHI (0154) 390	Peace, War and Terrorism
ANT (0103) 514	Language And Culture
BUS (0204) 252*	Legal and Ethical Environment of Business
PED (0852) 375	Social Issues in Physical Education and Sport

*Students wishing to take BUS (0204) 252 must have taken BUS (0204) 162 & MGT (0210) 262 which are pre-requisites.

Special Topics

Special topics (S/T) course may be taken with permission of the Peace Studies Minor Advisor

Levermore Global Scholars (LGS) Program

Students in the LGS Program should consult with the Peace Studies Advisor and the LGS Director about appropriate courses within the strands.

Philosophy

Alumnae Annex, Room I

Paul Mattick, *Chair*

p – (516) 877-4580

f – (516) 877-4579

e – mattick@adelphi.edu

w – academics.adelphi.edu/artsci/phi

FACULTY

Professors

Stephen A. Greenfield

Paul Mattick

Assistant Professors

Shawn Kaplan

Sokthan Yeng

The word philosophy has its origins in the Greek term that means the “love of wisdom.” Because wisdom for the ancient Greeks was thought to depend on the acquisition of knowledge, the subject originally included almost all areas of knowledge. Later changes in gathering and using knowledge led to the development of the natural and social sciences; what philosophy preserved from its origins was the practice of criticism of received ideas. How can we tell truth from opinion? How can we tell right from wrong behavior? How does science relate to other kinds of knowledge? What does it mean to say that something is beautiful? Such questions connect doing philosophy today to its ancient origins. The Adelphi program centers on the history of philosophy, and on the skills of conceptual analysis and rigor in argumentation necessary for creative thinking.

Admittedly, asking philosophical questions is not obviously geared to making a living. If you are considering majoring in philosophy, you might be interested to learn that philosophy majors do far better than the average student on standard tests for admission to graduate and professional schools, including the LSAT, GMAT (where they out perform business majors), and the GRE. Philosophy majors are second only to physics majors in acceptance to ABA-approved law schools.

In addition to University General Education and foreign language requirements, the following are the requirements for the Bachelor of Arts (B.A.) in Philosophy.

Courses are 3 credits each unless noted otherwise.

Requirements for the Bachelor of Arts (B.A.) in Philosophy (31 credits)

Required Courses

PHI (0154) 110 Introduction to Philosophy

or

PHI (0154) 212 Ethics and Morality

and

PHI (0154) 311 The History of Philosophy I

PHI (0154) 312 The History of Philosophy II

PHI (0154) 313 The History of Philosophy III

PHI (0154) 314 The History of Philosophy IV

PHI (0154) 315 The History of Philosophy V

PHI (0154) 395 Philosophical Writing (*1 credit*)

Note: *PHI (0154) 395 is an independent study, taken in conjunction with an upper-level philosophy course where students are provided with close supervision on an extended writing project. More ambitious students have the option of repeating this course in combination with as many upper-level courses as they desire.*

Electives

The remaining 12 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*

p – (516) 877-4880

f – (516) 877-4887

e – rao@adelphi.edu

w – academics.adelphi.edu/artsci/phy

FACULTY

Professors

Henry F. Ahner

John P. Doohar

Martin H. Garrell

Eugene Hecht

Gottipaty N. Rao

Assistant Professor

Magdalena Nawrocka

Research Coordinator

Andreas Karpf

Associate Professor

Sean Bentley

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.

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.

Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) Programs In Physics

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.

All the students must complete Adelphi University General Education requirements (28 credits) and demonstrate Level IV competency in a foreign language for the BA degree. A

student enrolling in this program can minor in another field of study offered by the College of Arts and Sciences.

Courses are 3 credits unless noted otherwise.

Requirements for the Bachelor of Arts (B.A.) in Physics

Major Requirements (52 credits)

PHY (0156) 113 Physics for Science Majors I (4 credits)
 PHY (0156) 114 Physics for Science Majors II (4 credits)
 PHY (0156) 211 Introduction to Mathematical Methods in Physics (4 credits)
 PHY (0156) 216 Modern Physics (4 credits)
 PHY (0156) 230 Engineering Statics
 PHY (0156) 260 Thermodynamics and Kinetic Theory
 PHY (0156) 264 Optics
 PHY (0156) 322 Advanced Physics (4 credits)
 PHY (0156) 380 Electromagnetic Theory (4 credits)
 PHY (0156) 428 Quantum Mechanics (4 credits)
 MTH (0144) 141 Calculus and Analytic Geometry I (4 credits)
 MTH (0144) 142 Calculus and Analytic Geometry II (4 credits)
 MTH (0144) 243 Calculus III (4 credits)
 MTH (0144) 244 Introduction to Ordinary Differential Equations
 (Students are strongly advised to take MTH (0144) 253 Linear Algebra as an elective.)

Open electives (40 credits)

Open electives are chosen in consultation with the major adviser.

Requirements for the Bachelor of Science (B.S.) in Physics

Major requirements (62 credits)

PHY (0156) 113 Physics for Science Majors I (4 credits)
 PHY (0156) 114 Physics for Science Majors II (4 credits)
 PHY (0156) 211 Introduction to Mathematical Methods in Physics I (4 credits)
 PHY (0156) 216 Modern Physics (4 credits)
 PHY (0156) 230 Engineering: Statics
 PHY (0156) 231 Engineering Dynamics
 PHY (0156) 244 Digital Circuits (4 credits)
 PHY (0156) 260 Thermodynamics and Kinetic Theory
 PHY (0156) 264 Optics
 PHY (0156) 301 Mathematical Methods in Physics
 PHY (0156) 322 Advanced Physics (4 credits)
 PHY (0156) 380 Electromagnetic Theory (4 credits)
 PHY (0156) 428 Quantum Mechanics (4 credits)
 MTH (0144) 141 Calculus and Analytic Geometry I (4 credits)
 MTH (0144) 142 Calculus and Analytic Geometry II (4 credits)
 MTH (0144) 243 Calculus III (4 credits)
 MTH (0144) 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 (0106) 111 General Chemistry I (*4 credits*)

CHE (0106) 112 General Chemistry II (*4 credits*)

MTH (0144) 253 Linear Algebra (*4 credits*)

PHY (0156) 243 Analog Circuits (*4 credits*)

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 (0156) 113 Physics for Science Majors I (*4 credits*)

PHY (0156) 114 Physics for Science Majors II (*4 credits*)

PHY (0156) 211 Introduction to Mathematical Methods in Physics (*4 credits*)

PHY (0156) 216 Modern Physics (*4 credits*)

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

Scholars Teachers Education Program (STEP)

The physics department in association with the Adelphi University School of Education offers a unique combined baccalaureate/master's five year program which allows a student to major in Physics and also fulfill the courses of study in Education. This is an ideal program for students preparing to teach physics at the secondary schools. Please refer to the Ruth S. Ammon School of Education for further details.

Joint Degree Program in Engineering

The Physics Department offers 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 the Pre-Professional Preparation section 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*

p – (516) 877-4590

f – (516) 877-4594

e – RSA@adelphi.edu

w – academics.adelphi.edu/artsci/pol

FACULTY

Professor

Regina Axelrod

Assistant Professor

Margaret Gray

Associate Professors

Katie Laatikainen

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 political issues and 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. There are numerous guest lectures, conferences and colloquia sponsored by the Political Science Department. The Ambassadorial lecture series invites ambassadors from the United Nations to discuss important issues and meet with students. Local internships with local and national legislators are encouraged.

In addition to General Education and foreign language requirements, the requirements for the B.A. 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 (0158) 101 Introduction to the American Political System

POL (0158) 102 Introduction to Politics

POL (0158) 240 Ancient and Medieval Political Theory in the Western World Perspective

or

POL (0158) 241 Modern Political Theory in the Western World

POL (0158) 246 Research Design and Methodology

POL (0158) 260 Comparative Political Analysis

POL (0158) 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 3 credits from among the offerings in: American Government and Politics**Plus 12 credits of:*

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

Also recommended are courses in related disciplines chosen in consultation with the Political Science Department adviser.

Related disciplines:

African, Black and Caribbean Studies

Anthropology

Business

Communications

Economics

English

History

International Studies

Languages, Literatures and Cultures

Mathematics and Computer Science

Philosophy

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. Students can transfer a maximum of 9 credits toward the political science major from other accredited institutions. This includes study abroad. For departmental honors, a 3.5 minimum GPA is required, plus a seminar with a grade of "B" or better.

Bachelor of Arts (B.A.) in International Studies: Political Science

See details in this *Bulletin* under International Studies.

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.

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. This minor is 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. 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 below. 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, (for a total of 24-27 credits), 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.

Pre-Law Preparation

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

Please see the Pre-Professional Preparation section of this *Bulletin* for more information about the joint program with New York Law School and other joint degree/early assurance programs.

Internships

Washington Center

The Political Science Department offers a semester in Washington, D.C., under the guidance of the Washington Center (WC). The prerequisites are POL (0158) 429, Seminar in Policy Analysis in addition to three courses in American government and/or in Political Issues and Public Policy. Students with other majors can take this program as a minor in Public Service (see above). Students are provided with housing and are placed in full-time internships (4.5 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. 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 POL 337, Washington Semester Internship is graded on a Pass/Fail basis. POL 338, Washington Semester Seminar and POL 339, Washington Semester Directed Research 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.

Albany

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 (0158) 429 Public Policy Seminar.

Option B:

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

Required:

POL (0158) 357 Public Affairs Internship (3–9 credits)

POL (0158) 358 Public Affairs Tutorial

POL (0158) 359 Directed Research Public Affairs

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 Adelphi’s Nu Theta Chapter of Pi Sigma Alpha are: (1) at least four political science courses, including one course at the 300 level, with an average grade 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.

For **PSYCHOLOGY** programs - Please turn to Chapter V. Gordon F. Derner Institute of Advanced Psychological Studies.

Theatre

Performing Arts Center, Room 251

Nicholas Petron, *Chair; Director of Acting Program*

p – (516) 877-4930

f – (516) 877-4926

e – petron@adelphi.edu

ADMINISTRATION

Sean Sullivan, *Academic Director of Design/Technology Program*

Jared Klein, *Technical Director of Design/Technology Program*

Sara Nelson, *Second Stage Supervisor*

Valerie Light, *Paint Shop Supervisor*

Jill DeStefano, *Costume Shop Supervisor*

Meredith Van Scoy, *Stitcher*

FACULTY

Professor

Nicholas Petron

Assistant Professors

Sarah Martin

Associate Professors

Maggie Lally

Brian Rose

Sean Sullivan

Theatre 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 theatre, films and television—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 Theatre 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.

Courses are 2 credits each unless noted otherwise.

Requirements for the Bachelor of Fine Arts (B.F.A.) in Theatre Arts: Acting (62 credits)

PFA (0192) 100 Introduction to Stanislavsky
 PFA (0192) 111 The Profession and the Working Actor
 PFA (0192) 130 Mechanics of Voice Production
 PFA (0192) 150 Introduction to Scene Study
 PFA (0192) 180 Voice Projection
 PFA (0192) 200 Text Analysis
 PFA (0192) 210 Theatre History I (3 credits)
 PFA (0192) 230 Diction (Erasing the Local Accents)
 PFA (0192) 250 Intermediate Scene Study
 PFA (0192) 260 Theatre History II (3 credits)
 PFA (0192) 280 Diction (Projection–Working with the “Accentless” Voice)
 PFA (0192) 299 Actor’s Lab (0.5 credits, 4 semesters required)
 PFA (0192) 300 Psychological Acting I
 PFA (0192) 304 Performing Verse Drama (3 credits)
 PFA (0192) 340 Rudiments of Directing
 PFA (0192) 350 Psychological Acting II
 PFA (0192) 354 Performing Shakespeare (3 credits)
 PFA (0192) 380 Stage Accents
 PFA (0192) 400 Auditioning
 PFA (0192) 450 Acting for the Camera
 PFA (0192) 481 Manhattan Production
 PTD (0193) 103 History and Application of Theatre Technology
 PTD (0193) 153 Introduction to Costumes
 PTD (0193) 269 Makeup for the Theatre

Total of six semesters of the following two courses:

PFD (0191) 248 Theatre Movement
 PFD (0191) 249 Theatre Movement

Please see *The Handbook of the Department of Theatre* for additional departmental requirements.

Requirements for the Minor in Theatre Arts: Acting (26 credits)

PFA (0192) 108, 109 Beginning Acting and Dramatics (3 credits each)
 PFA (0192) 111 The Profession and the Working Actor
 PFA (0192) 210, 260 Theatre History I and II (3 credits each)
 PFA (0192) 340, 360 Rudiments of Directing and Directing
 PFA (0192) 248, 249 Theatre Movement
 PTD (0193) 103 History and Application of Theatre Technology
 PTD (0193) 153 Introduction to Costumes

Please see the *The Department of Theatre Handbook* for additional departmental requirements.

Design/Technology Program

In this 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.

Courses are 2 credits each unless otherwise noted.

Requirements for the Bachelor of Fine Arts (B.F.A.) in Theatre Arts: Design/Technology (63 credits)

PFA (0192) 210 Theatre History I (3 credits)

PFA (0192) 260 Theatre History II (3 credits)

PTD (0193) 101, 151, 201, 251, 301, 351, 401, 451 Research, Rehearsal, and Production

PTD (0193) 103 History and Application of Theatre Technology

PTD (0193) 115 Mechanical Drafting

PTD (0193) 153 Introduction to Costumes

PTD (0193) 165 Scenographic Techniques

PTD (0193) 169 Sound

PTD (0193) 213 Props Construction (3 credits)

PTD (0193) 223 Stage Management (3 credits)

PTD (0193) 241 Costume Construction (3 credits)

PTD (0193) 269 Makeup for the Stage

PTD (0193) 313 Advanced Technical Theatre (3 credits)

PTD (0193) 315 Scene Design I

PTD (0193) 317 Lighting Design I

PTD (0193) 319 Scene Painting

PTD (0193) 331 Draping and Pattern Making (3 credits)

PTD (0193) 333 Costume Design I

PTD (0193) 365 Scene Design II

PTD (0193) 367 Lighting Design II

PTD (0193) 383 Costume Design II

Some applied electives are: art and art history courses for designers; directing for stage managers; and any acting or dance course for all technical/design majors.

Requirements for the Minor in Design/Technology (26 credits)

PTD (0193) 101, 151 201, 251, 301, 351 Research, Rehearsal, and Production

PTD (0193) 103 History and Application of Theatre Technology

PTD (0193) 153 Introduction to Costumes

Select 10 credits from the following with departmental advisement:

PFA (0192) 210, 260 Theatre History I, II (3 credits each)

PTD (0193) 115 Mechanical Drafting

PTD (0193) 165 Scenographic Techniques

PTD (0193) 169 Sound
PTD (0193) 213 Property Construction
PTD (0193) 223 Stage Management I (*3 credits*)
PTD (0193) 241 Costume Construction I (*3 credits*)
PTD (0193) 313 Advanced Technical Theatre I
PTD (0193) 319 Scene Painting I
PTD (0193) 331 Draping and Pattern Making (*3 credits*)
PTD (0193) 315, 365 Scene Design I, II (*2 credits each*)
PTD (0193) 317, 367 Lighting Design I, II
PTD (0193) 333, 383 Costume Design I, II

Please see *The Department of Theatre Handbook* for additional departmental requirements.

Talent Scholarships

The Departments of Theatre, 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.

Honors in Acting and Design Technology

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

General Studies

Science Building, Room 303

Daniel Rosenberg, *Director, General Studies Program*

p – (516) 877-3440

f – (516) 877-3435

e - rosenber@adelphi.edu

w – academics.adelphi.edu/gns

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 may 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

Given their 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 assigned for tutoring. Recognizing that the psychological and emotional lives of young men and women play an important role in determining academic success, General Studies mandates participation in counseling sessions, conducted by full-time academic counselors who can help students make the adjustments that college life demands

Courses are 3 credits unless noted otherwise.

Course of Study

Fall

GNA (0133) 100 First Year Seminar: A World of Ideas I (4 credits)

GNA (0133) 101 Critical Reading and Writing

GNA (0133) 104 Origins of Western Civilization I

PIA (0501) 101 General Psychology

Spring

GNA (0133) 102 First Year Seminar: A World of Ideas II (4 credits)

GNA (0133) 103 Problem-Solving Across the Curriculum

GNA (0133) 105 Origins of Western Civilization II

GNA (0133) 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

Alumni Hall, Room 109

Devin Thornburg, *Director*

Alumni Hall, Room 230

p – (516) 877-4026

e – thornburg@adelphi.edu

The Levermore Global Scholars Program (LGS) is a 22-credit program of distinction that brings together students interested in global studies and civic engagement and committed to improving and understanding the world they live in. This innovative program emphasizes global learning, civic engagement, community service in the local organizations, study and service abroad and scholars' involvement in designing and leading their own initiatives with a social or global cause. Open to all majors, LGS selects students on the basis of their interest in global learning, study and service abroad, their experience with community work and their leadership potential.

Mission and Objectives

LGS develops active and informed global citizens who are compassionate about other people, educated in interdependence of global and local issues, knowledgeable about other societies and nations and skilled in advocating for change and leading civic and global causes. LGS Scholars recognize and internalize the importance of social responsibility and justice, civic participation, community engagement, global awareness and global activism, all of which is reflected in scholars' activities that include:

- Global learning in the LGS seminars, participation in the United Nations conferences and workshops, attending events with foreign leaders and policy makers, LGS guest speakers' series;
- Community action projects integrated into the LGS seminars, independently pursued community internships, group volunteer activities and scholars' initiatives;
- Engagement in opportunities for study abroad in more than 120 countries;
- Participation in the cultural excursions and artistic events in and around New York City.

Curriculum

The LGS curriculum is designed to explore new ideas and areas of study, while satisfying part of Adelphi's general education requirements. Entering students register for a Levermore-specific first-year seminar, orientation, and freshman writing class. In their second semester, they register for another writing course that emphasizes global perspectives. Sophomores take specially designed global problems courses during both semesters.

In their Junior year, LGS students meet together in small, discussion-based and writing intensive LGS seminars designed to explore the connection between academic learning and civic engagement. These interdisciplinary seminars examine contemporary political, social, economic, and cultural issues from a global perspective with an opportunity to embark on a number of hands-on, community action projects.

In their Senior year, the LGS students participate in a LGS Senior Project seminar, where they engage in projects that integrate their LGS study with disciplinary knowledge in their major.

Community and Global Engagement

The LGS Program is enriched through community involvement and projects supervised by LGS faculty. Students can earn academic credit through approved internships with various social and cultural organizations. LGS participants may also gain international experience through study abroad and attend a number of United Nations initiatives through Adelphi's official NGO (non-governmental) status.

Levermore Lounge

Equipped with desktop computers and wireless connection, the "Levermore Lounge", located in the Science Building Room 108, is the place to meet other LGS Scholars, engage in discussions about new community initiatives, see scholars' projects on display, read, study, or just relax.

Application

Students wishing to apply for the LGS Program should complete the Adelphi application and check the LGS box. In addition to the requirements listed, applicants are encouraged to include a statement expressing their interest in the Program and explain why they should be a part of LGS. Students interested in LGS should contact the LGS office at 877-4183.

Joint Degree/Early Assurance and Pre-Professional Preparation

Joint Degree/Early Assurance Programs

w – academics.adelphi.edu/jointdegree

Adelphi University's Joint Degree/Early Assurance and Early Acceptance Programs offer highly motivated and goal-oriented students a direct path to rewarding professional careers in dentistry, engineering, environmental studies, law, optometry, osteopathy, podiatry and physical therapy.

These programs give 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, New York College of Podiatric Medicine, Touro College of Osteopathic Medicine, and the State University of New York (SUNY) College of Optometry. These programs are hugely rewarding, personally and professionally.

For information about specific joint degree/early assurance programs, please see the section on Pre-Professional Preparation in this Bulletin. For additional information, please contact each department directly.

- **Dentistry**

For additional information, 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) 877-4476

Department of Biology at (516) 877-4200

Department of Chemistry at (516) 877-4130

Environmental Studies at (516) 877-4170

- **Law**

For additional information, please contact the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

- **Optometry**

For additional information, contact the Department of Biology at (516) 877-4200 or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

- **Osteopathic Medicine**

For additional information, 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, contact the Department of Biology at (516) 877-4200, the Department of Health Studies, Physical Education and Human Performance Science in the Ruth S. Ammon School of Education at (516) 877-4260, or the Office of Pre-Professional Advising and Fellowships at (516) 877-3140.

- **Podiatry**

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.

Pre-Professional Preparation

w – academics.adelphi.edu/artsci/ppa

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 health professions can receive guidance from pre-professional councils established for this purpose. Please refer to “Pre-Professional Preparation” in this *Bulletin* well as your major area of study in this chapter.

GRADUATE INFORMATION

Long before Adelphi was a University composed of many distinct schools, it was Adelphi College, founded in 1896 and distinguished by its progressive commitment to liberal undergraduate learning. Today the chief heir and champion of that commitment is the College of Arts and Sciences. The Graduate School of Arts and Sciences is a division of the College.

The faculty of the College place a high priority on their students' intellectual development in and out of the classroom. Graduate study at Adelphi will challenge and advance students' ability to undertake original research or creative work, develop first hand facility with the most recent technology, undertake collaborative work with peers and mentors, engage in internships, and hone communicative skills.

Aware of the expanding number of mature students seeking graduate study, the University schedules graduate programs to be as convenient for the part-time student as possible. We invite you to explore the graduate study options available in the College of Arts and Sciences. Each department's programs provide excellent preparation for further study or careers in a particular field.

Admissions

Applicants to graduate programs may enter in January and September, and also in summer session.

Requirements for Advanced Degrees

Curricular and Other Academic Requirements

Students are responsible for observing all requirements and regulations that pertain to the degree they are seeking. Students should, therefore, familiarize themselves thoroughly with the requirements and policies outlined in this Bulletin, as well as the supplemental requirements and policies of the departments in which they are studying. Any exceptions to these policies must be approved by the department and by the dean of the College of Arts and Sciences in writing and filed in the Graduate Office in Science 127. The student is advised not to depend upon oral agreements if exceptions are to be made.

Credit for Graduate Study at Other Institutions

In no case will a master's degree earned in the College of Arts and Sciences be awarded unless the student has satisfactorily completed a minimum of 24 credits of approved graduate study at Adelphi University; most degree programs require more than 24 credits earned at Adelphi. Once having been admitted to graduate study in the College and undertaken a program of study, students may take courses and transfer credits with a grade of A or B from another university only if authorized to do so by the department and the dean of the College prior to registering for graduate study in the other university.

A maximum of 6 graduate credits taken in other approved graduate institutions may be applied toward meeting the requirements of the master's degree. Any application of transfer credit toward an advanced graduate degree must have the express approval of the department concerned and the dean.

Candidacy for a Second Master's Degree

Students who have been awarded a master's degree in one field may be allowed to continue advanced study for another master's degree, provided that it is in a separate, independent discipline. In so doing, they must apply and meet the admissions requirements of the chosen graduate program. A maximum of six graduate credits earned by the student in completing the requirements of the first master's degree may be applied toward the second master's degree. Such application of credit must, however, be designated for specific courses and be approved by the candidate's adviser and the Dean. Also, the courses for which such transfer of credit is granted must have been taken within five years of the completion of the second master's degree. At a minimum, the equivalent of a full year of additional graduate study must be successfully completed to qualify for the award of an additional master's degree.

Admission of Auditors

The admission of students who want to audit graduate courses is possible only in exceptional cases. Students seeking admission as auditors must meet admission requirements and complete registration (including full payment of tuition and other fees) in the same way as the candidates for admission to graduate standing. Students admitted as auditors may request a change in their status, allowing them to earn credit for courses, provided that the request is approved by the instructor and submitted to the dean no later than the fifth meeting of the course.

Academic Advisement and Thesis Research

Upon beginning study for the master's degree, students will be assigned an academic adviser. The adviser will approve the student's program of studies and advise with regard to degree requirements and academic policies and regulations. In programs where a thesis is required students must be sponsored by a member of the graduate faculty of their department. The sponsor advises the candidate in the planning of the thesis research and the writing of the final report. Specific procedures for the review of thesis proposals vary with departments and should be clarified in advance by the candidate with the sponsor. After having written the thesis, the candidate will be examined on the thesis. The examination committee will consist of the thesis sponsor and at least two additional members of the faculty, one of whom is preferably from outside the student's department. The sponsor arranges for the examination with the approval of the departmental chair and reports the results. The original copy of the thesis, certified on proper forms as approved in format and content, must be deposited in the Office of Graduate Studies, College of Arts and Sciences, in accordance with the deadlines established by the College. Upon deposit of the thesis, the candidate must arrange for its reproduction and publication.

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

Foreign Language Requirement

Although proficiency in a foreign language is not required for current graduate Arts and Sciences degrees, reading proficiency in a language other than English is strongly recommended for those intending to pursue the Ph.D. Foreign language examinations are held during the early part of November and April every year. The student must request a department chair to make arrangements with the foreign language department concerning examinations no later than October 1 or March 1. Examinations will consist of the translation into English of foreign language texts of journal articles in the student's major field. No special makeup examinations will be available for a failing candidate; however, candidates may repeat the examinations as regularly scheduled. The foreign language proficiencies may also be met by presenting satisfactory scores on the graduate language examinations of the Educational Testing Service, Princeton, New Jersey. Students wishing to enroll in any of the undergraduate courses in foreign languages offered by the University should consult the *Undergraduate Bulletin*. Special examinations in computer language and programming must be arranged through the departmental chair with the director of the Computing Center.

Graduate Courses, Credits and Grading

Numbering of Courses

Hyphenated courses (e.g., CHE 631–632) are yearlong courses. Credits earned for the first half of a yearlong course may be applied toward fulfillment of degree requirements only upon satisfactory completion of the second half of the course. Comma courses (e.g., BIO 611, 612) are courses that extend over two semesters. Degree credit will be granted, however, for satisfactory completion of only one semester's work in such courses.

Schedule

Most graduate courses are scheduled for late afternoon and evening hours in order to permit part-time (maximum of six credits) students to earn an advanced degree while employed or engaged in supervised work in their field.

Grading Policies

Grade Roster for Graduate Study:

A, B - Acceptable for credit toward degree requirements

C - Unacceptable for credit toward degree requirements

Pass/Fail (*primarily for fieldwork, clinical practice, student teaching, and individual study*)

P - Acceptable for credit toward degree requirements

F - Unacceptable: student subject to termination of degree candidacy and dismissal

IP - Denotes thesis or dissertation In Progress.

Grades and credits determined on completion of course requirements.

The grade of C is substandard for graduate study. Credits earned with a grade of C

will not normally be accepted as applicable toward fulfilling degree requirements and may serve as grounds for dismissal from candidacy. Exceptions may be made when, in the judgment of the faculty, the student's performance in certain other course work or areas of the program has been sufficiently outstanding to offset the work of C quality. The student is held responsible for ascertaining and fulfilling the policy of the department with respect to the acceptability of credits earned with a final grade of C. There is no grade of D in the College of Arts and Sciences graduate school.

The grade of P (passing or satisfactory) is used primarily for fieldwork, clinical practice, student teaching, or individual study. In such courses, use of the Pass/Fail option is at the discretion of the instructor. In other types of courses a Pass/Fail option can be employed only under exceptional circumstances. Permission must be granted by the course instructor, the student's major department, the department offering the course, and the dean. A student earning a grade of F is subject to termination of degree candidacy and dismissal from further graduate study.

Students enrolled in thesis or dissertation research and selected other courses may receive a report of IP (In Progress) if they are making satisfactory progress. The IP may be assigned only for research courses that are designed to take longer than one semester. The research project must be completed within two years. A final grade and credits will be assigned upon acceptance of the thesis or dissertation by the student's advisory committee or upon completion of requirements in the course for which the IP was originally reported. If it is not completed within that time the student will be withdrawn from the class and a W will be placed on the students record.

Independent Study

Permission for Independent Study forms are available from the Office of the Dean of the College. Students should consult with their academic adviser about the regulations governing independent study.

Credit for Courses

If a student repeats a course, both grades will appear on the transcript and will be used in computing the GPA. Credits will be counted only one time toward graduation.

Waiver of Academic Regulations

Requests for waiver of any academic regulation must be made in writing to the Dean of the College. Waiver requests should fully explain the reasons for the petition and include all pertinent documentation. Waiver requests will be considered by the Dean's Office and the Academic Standards Committee of the College.

Programs of Study

The College of Arts and Sciences offers the following graduate programs:

Art and Art History

Art: Studio Art – Master of Arts

Art Education – Master of Arts

Biology

Biology – Master of Science

Biology: concentration in biotechnology – Master of Science

Biology: Adolescence Education – Master of Arts*

English

Creative Writing – Master of Fine Arts

English: Adolescence Education – Master of Arts*

Environmental Studies

Environmental Studies – Master of Science

Environmental Studies – Adolescence Education – Master of Arts*

Mathematics and Computer Science

Mathematics: Adolescence Education*

*Offered through the Ruth S. Ammon School of Education

Graduate courses are also offered in anthropology, biochemistry, earth science, English, history, languages, mathematics and computer science, philosophy and physics. Please consult the course offerings for descriptions of these courses.

Art and Art History

Blodgett Hall, Room 302

David Hornung, *Chair*

p – (516) 877-4460

f – (516) 877-4459

e – hornung@adelphi.edu

w – academics.adelphi.edu/artsci/art/index.php

FACULTY

Associate Professor

Geoffrey Grogan

David Hornung

Jennifer Maloney

Director, Graphic Design Studios

Dale Flashner

Assistant Professor

Andrea Begel

Carson Fox

Kellyann Monaghan

Director, Photo Operations

Hannah Allen

The Master of Arts (M.A.) in Studio Art

The department of art and art history offers a program of study that leads to the Master of Arts degree in studio art. Degree requirements may be undertaken on a part-time basis, and a portion of the degree may be earned by attending classes offered in summer sessions.

Courses are three credits unless otherwise noted.

Requirements for the M.A. in Studio Art

Required Courses

Required courses account for 3 of the 36 credits needed to graduate. The remaining 33 credits reflect the student's personal interests and are taken as electives.

ART (0104) 793 Major Creative Project (*to be taken in the final semester of study*)

Studio Electives (*each elective can be taken four times under four different catalogue numbers*)

Printmaking

Sculpture

Painting

Ceramics

A student may substitute up to 6 credits in art history for studio electives.

Summer Workshop Program

The department of art and art history offers a program of summer art workshops for both graduate and undergraduate students. These classes are open to visiting students as well as to those pursuing a degree from the art department. Summer workshops may be used to satisfy requirements for the Master of Arts degree in studio art. See the summer Directory of Classes or contact the art department for a current listing of workshops offered.

Please consult course offerings for descriptions of these courses.

Portfolio Requirement for Application

To be considered for the program, an applicant must have earned a baccalaureate degree in studio art from an accredited four-year college and have developed a portfolio of artwork that demonstrates dedication and accomplishment in a chosen medium or several media.

A formal portfolio presentation is required. The portfolio should contain 12–15 examples of recent artwork. Original artwork is preferred to reproductions, but we accept digital presentations on CD when distance is an issue. Whenever possible, we urge prospective candidates to present the portfolio in person, as this provides the student with an opportunity to visit the studio facilities and meet the program director.

M.A. in Art Education

A Master of Arts in Art Education is also available. Please see the Ruth S. Ammon School of Education section of this *Bulletin* for more information.

Biology

Science Building, Room 103

Allen Schoenfeld, *Chair*

p – (516) 877-4200

f – (516) 877-4209

e – schoenfeld@adelphi.edu

w – academics.adelphi.edu/artsci/bio

George Russell, *Director, Graduate Program*

Science Building, Room 116

p – (516) 877-4199

e – russell@adelphi.edu

FACULTY

Professors

Deborah F. Cooperstein

Carol Diakow

James K. Dooley

Lawrence J. Hobbie

Gayle D. Insler

George K. Russell

Benjamin Weeks

Professor Emeritus

A. Coolidge Churchill

Associate Professor

R. David Jones

Alan Schoenfeld

Assistant Professors

Tandra Chakraborty

Jonna Coombs

Matthias Foellmer

Aaren Freeman

Aram Stump

Andrea Ward

Master of Science (M.S.) in Biology

The Master of Science (M.S.) in Biology prepares students for entrance into professional schools in the health sciences (medicine, dentistry, optometry, podiatry, and veterinary medicine) and for research doctoral programs. Graduates also acquire the tools and skills for successful careers in biotechnology, public health, and environmental and patent law. For secondary school biology teachers, the graduate program fulfills the requirements of certain tracks for professional certification and expands their knowledge base.

The Biology Department also offers a Master of Science with a concentration in biotechnology, which combines a foundation in science with business training to prepare students for careers in this expanding field.

At Adelphi, students gain a broad foundation in biology, practical experience, and the fundamental skills of scientific research. Laboratory courses emphasize contemporary scientific techniques and integrate technology into the learning experience. Departmental laboratory facilities include modern equipment for the study of molecular biology, cell and tissue culture, and microscopy. Students use these facilities for graduate research in cellular and molecular biology, genetics, toxicology, microbiology, immunology, physiology, evolution, and ecology.

The Biology Department provides personalized attention from faculty members who work closely with students as mentors and provide career guidance. For over four decades, the biology department has achieved a consistently high success rate for students entering professional programs in many prestigious institutions.

Degree Options

Students have a choice of two paths for earning a Master of Science (M.S.) in Biology. They can follow a course of study which requires a research thesis, or take the alternate program with a non-thesis option. The M.S. degree can generally be completed in one to two years of full-time study, but it is also possible to complete the degree through part-time study. Most courses are offered in the evening for the convenience of the working student.

Research Thesis Option (*33 credits*)

1. One laboratory course is required.
2. Courses may be at the 500, 600, or 700 level. Only two courses may be chosen at the 500 level without specific approval following petition to the Director of Departmental Studies. With approval of the supervisory committee, up to 12 credits may be selected from graduate offerings in other departments.
3. A minimum of a B average is necessary for graduation. In general, a degree will not be awarded to any student who receives 3 credits of F or 6 credits of C.
4. Two semesters of thesis research course (BIO (0105) 798, 799), based on laboratory or field studies, are also required.

Non-thesis Option (*Scholarly Paper - 36 credits*)

1. Two laboratory courses are required.
2. Courses may be at the 500, 600, or 700 level. Only two courses may be chosen at the 500 level without specific approval following petition to the Director of Departmental Studies. With approval of the supervisory committee, up to 12 credits may be selected from graduate offerings in other departments.
3. A minimum of a B average is necessary for graduation. In general, a degree will not be awarded to any student who receives 3 credits of F or 6 credits of C.
4. Scholarly Paper course (BIO (0105) 796), a literature review and critique of a specific field of study in biology, is also required.

The course requirements for the research thesis and non-thesis options are subject to change.

Biotechnology

Biotechnology is a dynamic and growing field in which the discoveries of modern biology are applied to solve problems in medicine and agriculture. Adelphi Biology master's students can receive preparation for careers in biotechnology and in the related fields of pharmaceuticals, biomedical research, cancer research, and laboratory medicine.

Students can receive biotechnology training in the Adelphi master's program in biology in two ways:

1. As students admitted to the biotechnology concentration, by completing the requirements described below; this program combines training in science and business with an internship to provide the most in-depth preparation for work in the biotechnology industry; *or*
2. As students admitted to the biology master's program, by taking relevant courses such as "Introduction to Biotechnology"; this approach will provide some background in biotechnology to help students decide if this field is for them, but without the business courses and internship.

Master of Science (M.S.) in Biology: Biotechnology (33 -36 credits)

Adelphi's innovative Master of Science (M.S.) degree with a concentration in biotechnology prepares students for careers in this rapidly expanding and dynamic discipline. Adelphi offers a unique course of study that provides a solid foundation in the sciences with training in business to give students the expertise to succeed in both scientific and business environments, including universities, hospitals, and the pharmaceutical and biotechnology industries. The program includes critical training in laboratory safety, research ethics, and 21st century instrumentation and techniques. The required internship offers invaluable first-hand experience.

Students interested in the biotechnology concentration must first be admitted to the M.S. program in biology through the regular application process and complete one semester (12 credits) of graduate courses. Application is then made to the Graduate Academic Affairs Committee. Students admitted to the M.S. in biology who are interested in biotechnology may take relevant courses such as "Introduction to Biotechnology" without the business courses and internship to help them determine if they want to pursue the concentration.

- * Students may pursue a research thesis track or a scholarly paper track.
- * Specific admission criteria apply for the concentration in biotechnology.
- * A limited number of teaching assistantships is available.

Requirements for Admission to the Biotechnology Concentration

- * Been admitted to, and completed 12 credits in the Adelphi M.S. program in biology
- * Taken GRE, or scored above 450 on GMAT

This is a requirement to take graduate courses in the School of Business. The required exam could be taken while a student was already enrolled in the M.S. program in biology.

- * Interested students will apply to be admitted to the biotechnology concentration by writing a letter to the Biology Graduate Committee.
- * Admission will be based on previous record, performance at Adelphi, and potential for success in biotechnology.

The biotechnology program offers two tracks, a research thesis track and a scholarly paper track:

1. Research Thesis track: 33 credits minimum, 36 credits recommended for biotechnology concentration
2. Scholarly Paper track: 36 credits

Because of the value of an extended research experience in preparing students for work in biotechnology, students are strongly recommended to follow the Research Thesis track, but it is also possible to complete the master's degree by following the Scholarly Paper track; this would be especially appropriate for students who already have extensive lab experience.

Required for the M.S. in Biology: Biotechnology

* BIO (0105) 645 Introduction to Biotechnology

* CHE (0106) 581 Laboratory Safety (*1 credit*)

* BIO (0105) 794 Internship in Biotechnology

* One of these lecture/lab combinations:

BIO (0105) 640/641 Graduate Genetics/Graduate Genetics Lab (*4 credits*)

BIO (0105) 650/651 Graduate Cell Biology/Graduate Cell Biology Lab (*4 credits*)

* One additional lab course from the following, including the co- or prerequisite lecture course:

BIO (0105) 504 Survey of Biochemistry (*4 credits*)

BIO (0105) 506 Introduction to Molecular Biology (*4 credits*)

BIO (0105) 521/522 Endocrinology/Endocrinology Lab (*4 credits*)

BIO (0105) 615/616 Regulatory Physiology/Regulatory Physiology Lab (*4 credits*)

BIO (0105) 626 Cell Culture Techniques (*4 credits*)

BIO (0105) 640/641 Graduate Genetics/Graduate Genetics Lab (*4 credits*)

BIO (0105) 650/651 Graduate Cell Biology/Graduate Cell Biology Lab (*4 credits*)

BIO (0105) 674/675 Graduate Microbiology/Graduate Microbiology Lab (*4 credits*)

CHE (0106) 571/572 Biochemistry I and II (*8 credits*)

The following three courses in business

(*9 credits total, 3 credits each*):

ACC (0201) 500 Financial Accounting

BUS (0204) 551 Legal and Ethical Environment (intellectual property issues)

MGT (0210) 561 Management Theory/Organizational Behavior

One of the following business courses is recommended but not required (*3 credits*):

BUS (0204) 580 Marketing, *or*

BUS (0204) 689 Persuasive Communication and Negotiation

For the Research Thesis track, students must write and defend a thesis based on at least two semesters of Thesis Research (BIO (0105) 798, 799, *6 credits total*).

For the Scholarly Paper track (by permission only to biotechnology students), students must register for Scholarly Paper (BIO (0105) 796, *2 credits*), and write and defend a scholarly paper based on library research in an area of interest in biology. Students will also need to complete additional course work in biology to give a total of 36 credits. Exceptions to the above courses may be approved only with special permission of the Graduate Committee.

Premedical Preparation

A master's degree in biology provides the foundation for professional programs and careers as doctors, dentists, veterinarians, optometrists, podiatrists, and chiropractors. Careful planning is essential as you continue your education and prepare for your future career. Adelphi advisers assist students in course selection, reviewing admission requirements for professional schools, and career planning. For more information on premedical preparation, contact the Office of Pre-Professional Advising and Fellowships (email: rschwartz@adelphi.edu or telephone (516) 877-3140).

Admission

For admission to the graduate program, students must (1) hold a bachelor's degree in biology or allied fields, or its equivalent, and (2) show promise of successful achievement in the field. The Graduate Record Examination is not required for admission. All admitted students enter the biology department as (1) regularly matriculated students or (2) nondegree (special) students. Applicants should contact the director of departmental graduate studies.

Note: *Students must acquaint themselves with the current copy of the Biology "Guide for Graduate Students" Copies may be obtained in the Biology Department Office.*

M.A. in Adolescent Education: Science Education

A Master of Arts in Adolescent Education: Science Education is also available. Please see the Ruth S. Ammon School of Education section of this Bulletin for more information.

185

English

Harvey Hall, Room 216

Kermit Frazier, *Chair*

p – (516) 877-4020

f – (516) 877-4038

e – frazier@adelphi.edu

w – academics.adelphi.edu/artsci/eng

ADMINISTRATION

Harvey Hall, Room 215

Jacqueline Jones LaMon, *Director of Graduate Program*

p – (516) 877-4164

f – (516) 877-4038

e – lamon@adelphi.edu

FACULTY

Professors

Judith Baumel

Jennifer Fleischner

Kermit Frazier

Steven J. Rubin

Igor Webb

Susan Weisser

Assistant Professors

Craig Carson

Vincent Passaro

Peter West

Associate Professors

Martha Cooley

Anton Dudley

Jacqueline Jones LaMon

Michael Matto

Lahney Preston-Matto

The English Department offers the Master of Fine Arts (M.F.A.) program in Creative Writing, with advanced workshops in fiction, poetry, creative non-fiction, and dramatic writing, and courses in literature, language, and theory. The department also contributes course work to a Master of Arts “7–12” degree for those seeking a graduate degree and New York State certification for teaching on the secondary level. Students who successfully complete the program will graduate with a Master of Arts from the School of Education. For further information see the chair of the department and the program director of the Master of Arts degree in secondary education fields in the School of Education.

Master of Fine Arts (M.F.A.) in Creative Writing (37 credits)

Purposes and Goals

The Master of Fine Arts (M.F.A.) in Creative Writing offers students the opportunity to specialize in three major genres: fiction, poetry, and dramatic writing. Taught by distinguished faculty members who have published extensively, this program prepares students for careers in writing, teaching and/or more advanced graduate studies.

AWP Membership

All graduate students are enrolled as members of the Association of Writers and Writing Programs (AWP). This organization provides professional and artistic support and assistance in finding positions. AWP members can take advantage of its job-listing and dossier-forwarding services.

Admission

The M.F.A. in creative writing is open to matriculated and non-matriculated students who meet the respective admission criteria. A bachelor's degree is required. However, the degree does not have to be in English or literature.

Matriculated Students:

Students must submit:

- Completed application form
- College transcript
- Two letters of reference from people familiar with your writing
- Personal statement
- Manuscript in one genre only

Non-Matriculated Students:

Rolling admissions are made on a space-available basis. Candidates should submit a writing sample to the Director of the M.F.A. Program.

Degree Requirements for the M.F.A. in Creative Writing (37 credits)

The completion of a thesis is a degree requirement. The thesis submitted for the M.F.A. degree must display a mastery of writing skills and be a manuscript of near-published/performable quality. The four-credit Professional Development Practicum is a unique course that meets once a week in the spring semester of the first year. Through meetings with arts professionals, students are introduced to the professional and practical life of writers in multiple disciplines. They will also gain a realistic awareness of what a "life in letters" entails. Students will meet with their advisers to determine the appropriate plan of study.

Literature (12 credits)

Choose three literature/language/theory courses from among the following (4 credits each):

- ENG (0122) 610 Genre Development: Lyric
- ENG (0122) 611 Genre Development: Novel
- ENG (0122) 612 Genre Development: Drama
- ENG (0122) 613 Genre Development: Satire
- ENG (0122) 629 History of the English Language
- ENG (0122) 631 Literature and Other Arts
- ENG (0122) 634 Methods of Literary Analysis: Theory and Practice
- ENG (0122) 635 Research Methods
- ENG (0122) 638 Teaching Writing: Theory and Practice

ENG (0122) 650 The History and Theory of Translation (*may be used as a workshop, with approval)

ENG (0122) 651 Language in the Mind, Literature and Culture

ENG (0122) 652 The Personal Essay

ENG (0122) 653 Autobiography

ENG (0122) 661 Antiquity and Modernity

ENG (0122) 663 Development of the Narrator in Fiction

ENG (0122) 664 Modernism

Workshops (16 credits)

Choose four workshops from among the following (4 credits each):

ENG (0122) 640 Fiction Workshop

ENG (0122) 641 Poetry Workshop

ENG (0122) 642 Dramatic Writing Workshop

ENG (0122) 643 Creative Nonfiction Workshop

Thesis Colloquium (4 credits)

Required of all students:

ENG (0122) 799 Thesis Colloquium

Thesis Independent Study (4 credits)

Required of all students:

ENG (0122) 790 Thesis Independent Study (4 credits)

Professional Practicum (4 credit)

Required of all students:

ENG (0122) 791 Practicum Colloquium (4 credit)

Please consult the course offerings for descriptions of these courses.

M.A. in Adolescent Education: English Education

A Master of Arts in Adolescent Education: English Education is also available. Please see the Ruth S. Ammon School of Education section of this Bulletin for more information.

Environmental Studies*Science Building, Room 103*Anagnostis Agelarakis, *Director*

p – (516) 877-4170

e – agelarak@adelphi.edu

w – academics.adelphi.edu/artsci/env

ADMINISTRATIONBeth Christensen, *Graduate Coordinator**Science Building, Room 118*

p – (516) 877-4170

e – christensen@adelphi.edu

FACULTY*Professors*Anagnostis Agelarakis, *Anthropology*Raysa Amador, *Languages, International Studies*Regina Axelrod, *Political Science*Anthony Cok, *Environmental Studies*John P. Dooher, *Physics*Martin H. Garrell, *Physics*Benjamin Weeks, *Biology**Assistant Professors*Jonna Coombs, *Biology*Matthias Foellmer, *Biology*Aaren Freeman, *Biology*Andrea Ward, *Biology*Justyna Widera, *Chemistry**Associate Professors*Beth Christensen, *Environmental Studies*Katie Laatikainen, *Political Science/**International Studies*David Machlis, *Economics*Mariano Torras, *Economics***Master of Science (M.S.) in Environmental Studies (36 credits)**

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

There are two basic curricular concentrations open to the student who wishes to pursue the Master of Science degree in environmental studies. A student can elect a concentration in the global physical environment or in the global human environment. In the latter, specializations in environment and health and business/environmental are available.

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

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

The Master of Science in environmental studies prepares students for further study or careers in many industrial, regulatory, political, economic, and educational settings. The program is composed of 36 credits of course work, incorporating classroom, laboratory, field opportunities, and either a thesis or internship. The optional culmination in a thesis provides additional flexibility for the student with more specific career or educational goals. Full-time students can anticipate three semesters of 12 credits each. Field classes, internships, and research are also offered during the summer months.

Admission

The requirements for admission to the master's program are a bachelor's degree in environmental studies or a related field, and demonstrated promise of successful achievement in the field. Work experience in related environmental fields will be considered with regard to the above requirements. Students are admitted as regularly matriculated students or on an initial provisional basis as non-degree students. Graduate Record Examination scores are not required. Applicants should contact the program director for further information.

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

Concentrations

The selected area of concentration encompasses the majority of the course work for the student. Directed research, fieldwork, and electives, may be associated with the concentration. In following the **global physical environment** or the **global human environment**, the student acquires a technical and theoretical level of sophistication in areas fundamental to the contemporary study of the environment.

The Global Physical Environment

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

Courses are three credits unless noted otherwise.

ENV (0125) 500 Environmental Studies Introductory Seminar

ENV (0125)/EAS (0112) 501 Principles of Earth Science I

ENV (0125)/EAS (0112) 502 Principles of Earth Science II

ENV (0125)/POL (0158) 560 International Environmental Policy

ENV (0125)/CHE (0106) 570 Principles of Toxicology (*4 credits*)

ENV (0125) 590 Special Topics

Offered as needed, topics include:

- Hazardous Waste Operations and Emergency Response (HAZWOPER)
- Geohazards
- Estuaries
- The Green Energy Management Process
- The Green Energy Conservation Process
- The Green Renewable and Sustainable Alternative Energy Resources
- Environmental Risk Assessment

ENV (0125) 591 Independent Study

ENV (0125)/BIO (0105) 614 Ecological Systems (*4 credits*)

ENV (0125) 630 Special Topics in the Global Physical Environment

Offered as needed, topics include:

- Coastal Processes
- Technical Aspects of Pollution Control
- Innovation, Energy, and the Environment
- Renewable Energy: Resources, Implementation and the Environment
- Concepts of Energy Utilization
- Sediments: An Environmental Archive

ENV (0125) 632 Workshops in the Global Physical Environment

This course is offered as needed on an individual basis, as tutorials, formal courses, or workshops, and reflects the use of campus laboratory facilities, local research facilities, and more distant field locations. Topics include:

- Physical Instrumentation for Environmental Analysis
- Maps and Mapping
- Technical and Computational Aspects of Pollution Control
- Field Monitoring and Pollution Control
- Special Projects in the Physical Environment

ENV (0125)/EAS (0112) 654 Oceanography

ENV (0125)/EAS (0112) 671 Climatology

ENV (0125)/EAS (0112) 674 Hydrogeology

ENV (0125)/EAS (0112) 761 Marine Geology

The Global Human Environment

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

Courses are three credits unless noted otherwise.

ENV (0125) 500 Environmental Studies Introductory Seminar

ENV (0125)/ANT (0103) 531 Conservation, Preservation, and Regulation

ENV (0125)/POL (0158) 560 International Environmental Policy

ENV (0125) 561 Human Ecology

ENV (0125)/ANT (0103) 566 Populations, Health, and Disease Ecology (*4 credits*)

ENV (0125)/BIO (0105) 567 Environmental Pollutants and Disease

ENV (0125) 590 Special Topics

Offered as needed, topics include:

- Hazardous Waste Operations and Emergency Response (HAZWOPER)
- Introduction to Emergency Management
- Health Management In Times of Disaster

ENV (0125) 591 Independent Study

ENV (0125)/BIO (0105) 614 Ecological Systems (*4 credits*)

ENV (0125)/BIO (0105) 625 Community Ecology and Evolution

ENV (0125) 630 Special Topics

Offered as needed, topics include:

Humans, Primates and Sustainable Development

ENV (0125) 631 Special Topics in the Global Human Environment

Offered as needed, topics include:

ENV (0125) 633 Workshops in the Global Human Environment

This course is offered as needed on an individual basis, as tutorials, formal courses, or workshops, and reflects the use of campus laboratory facilities, local research facilities, and more distant field locations. Topics include:

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

ENV (0125)/ANT (0103) 640 Paleopathology and Paleodemography (*4 credits*)

Global Human Environment: Specialization in Environment and Health

Environmental health is a recently defined area of study that includes diverse fields such as toxicology and ecotoxicology, disease ecology, and epidemiology. Courses related to environment and health can be selected by the student in consultation with the department.

Global Human Environment: Specialization in Business/Environmental Economics

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

addition to environmental science courses in microeconomics and environmental economics. Eight elective credits of course work may also be taken in the School of Business out of the total of 36 credits required for the M.S. in environmental studies. These courses may be taken only in consultation with environmental program and business school advisers.

The relevant School of Business courses are:

- ECA (0203) 520 Macroeconomics
- BUS (0204) 551 Legal and Ethical Environment
- BUS (0204) 652 Government and Public Policy

Courses are three credits unless noted otherwise.

Advanced Offerings

ENV (0125) 700 Graduate Seminar

ENV (0125) 791 Internship

ENV (0125) 798 Guided Research

ENV (0125) 799 Thesis Research

Specialization in Education/Earth Science Certification

Students interested in courses for environmental education certification in earth science should contact the department.

Emergency Management Program

Environmental graduate students may take selected courses in the Emergency Management Program toward their degree requirements. Students should refer to the Emergency Management Program description in the University College chapter in this *Bulletin* and consult with their adviser.

Mathematics and Computer Science

Post Hall, Room 111

Robert Bradley, *Chair*

p – (516) 877-4480

f – (516) 877-4499

e – bradley@adelphi.edu

w – www.adelphi.edu/mathcs

FACULTY

Professors

Robert Emmett Bradley

David Lubell

Walter Meyer

William Quirin

Robert M. Siegfried

Associate Professors

Stephen Bloch

David Chays

Assistant Professors

Lee Stemkoski

Christopher Storm

Salvatore Petrilli

The mathematics department contributes course work toward a Master of Arts “7–12” degree for those seeking a graduate degree and New York State certification for teaching on the secondary level. Students who successfully complete the program will graduate with a Master of Arts from the School of Education. For further information see the chair of the department and the program director of the Master of Arts degree in secondary education fields in the School of Education.

V.



GORDON F. DERNER INSTITUTE OF ADVANCED PSYCHOLOGICAL STUDIES

Gordon F. Derner Institute of Advanced Psychological Studies

Hy Weinberg Center, Room 302

Blodgett, Room 212

p – (516) 877-4800

f – (516) 877-4805

ADMINISTRATION

derner.adelphi.edu/about/administration.php

Jacques P. Barber, *Dean*

J. Christopher Muran, *Associate Dean, Director of Clinical Training*

Patrick L. Ross, *Special Assistant to the Dean's Office*

Jonathan Jackson, *Director of Psychological Services and Field Training*

Francine Conway, *Chair of Undergraduate Program*

Errol Rodriquez, *Assistant Dean and Director of General Masters Program and Mental Health Counseling*

Ionas Sapountzis, *Director of School Psychology Masters Program*

Mary Beth Cresci, *Director of Postgraduate Programs in Psychoanalysis and Psychotherapy*

Jack Herskovits, *Director of Postgraduate Psychotherapy Center*

FACULTY

Undergraduate and Graduate Faculty - *derner.adelphi.edu/faculty/index.php*

Postgraduate Faculty - *derner.adelphi.edu/faculty/postgrad-faculty.php*

Professors

Jacques Barber

Robert Bornstein

Jean Lau Chin

Rebecca C. Curtis

Jerold Gold

Mark Hilsenroth

Lawrence Josephs

Morton Kissen

Karen Lombardi

Robert Mendelsohn

J.Christopher Muran

Joseph W. Newirth

Coleman Paul

Susan Petry

Patrick L. Ross

Janice M. Steil

Joel Weinberger

Associate Professors

Francine Conway

Jairo Fuertes

Ionas Sapountzis

Kate Szymanski

Assistant Professors

Laura DeRose

Patrick Grehan

Carolyn Springer

Jennifer Durham

Katherine Fiori

James Nelson

Clinical Faculty

Lynn Hugger

Jonathan Jackson

Defne Koraman

Kirkland Vaughans

Adjunct Professors

Wilma Bucci

Morris Eagle

Susan Farella Busch

MISSION STATEMENT

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.

PROGRAMS OF STUDY

Undergraduate Programs

Bachelor of Arts (B.A.) in Psychology

Minor in Psychology

Graduate Programs

Master of Arts (M.A.) in General Psychology

Master of Arts (M.A.) in Mental Health Counseling

Master of Arts (M.A.) in School Psychology

Doctor of Philosophy (Ph.D.) in Clinical Psychology

Respecialization in Clinical Psychology (Certificate Program)

Postgraduate Program Certificate

- Psychoanalytic Psychotherapy
- Psychoanalysis and Psychotherapy
- Child, Adolescent, and Family Psychotherapy
- Group Psychotherapy
- Marriage and Couple Therapy
- Psychoanalytic Supervision
- Psychodynamic School Psychology

Certificates

- Educational Leadership
- Human Resource Management

Additional Information for All Derner Institute Students

INDEPENDENT STUDY

The purpose of independent study is to allow the student to pursue academic interests that may not be adequately covered by or available within the regular course offerings. Students who demonstrate the ability to undertake independent study may engage in intensive research or in a project on a topic of merit and originality under the sponsorship of a faculty member.

Students interested in undertaking independent study should seek consultation from a faculty member or the department chair. Requests submitted by the adviser or faculty member are approved by the department chair, and then go to the dean for approval. The faculty member must submit the following information on behalf of the student:

1. Requirements to be completed demonstrating successful completion, e.g., case studies, paper;
2. Readings where appropriate or review of the literature;
3. Whether the faculty member is seeking workload credit;
4. Number of course credits and hours of work per week or semester; and
5. Evaluation method.

Requests for independent study must demonstrate that the amount of work to be done is equivalent to what would be done in a regular course, i.e., a three-credit Independent Study request should demonstrate that 45 hours of work will be done in addition to assignments, research, and/or readings as would be expected in a regular course. Required courses may not be taken as independent study. An exception may be made when a required course is not being offered in the student's last semester or if two required courses are being offered at the same time in the student's last semester. Independent Study must be graded and may not be taken for pass/fail. Students can take Independent Study from 1–3 credits. Requests for independent study beyond 3 credits will need approval from the provost.

Independent study is open to junior and senior undergraduate students and graduate students. No student may take more than 12 credits of independent study toward their undergraduate degree or 6 credits toward their graduate degree. Students should consult with their academic adviser about the regulations governing independent study. Permission forms for Independent Study are available from the Psychology Department Office.

EXPENSES AND FINANCIAL AID

Funding for students in the Gordon F. Derner Institute of Advanced Psychological Studies is available in several forms: loans; on- and off-campus employment; and for graduate students, teaching, research, and clinical assistantships; and paid field placements.

Loans

Government loans are available through the University. Financial need must be demonstrated. Apply for state and federally funded low-interest loans through the Office of Financial Aid in Levermore Hall.

Scholarships and Fellowships

A limited amount of scholarship money is available to New York State residents through the Tuition Assistance Program (TAP). Forms are available in the Office of Financial Aid, Levermore Hall. All students should investigate the possibility of obtaining these funds. Further information regarding foundations, fellowships, and grants may be obtained by writing:

The Foundation Center
888 Seventh Avenue
New York, NY 10019

Deferred Payment of Tuition

Tuition can be paid in installments by arranging in advance with the Bursar's Office, Levermore Hall, and paying an additional fee. No student can graduate until all outstanding debts to the University are paid.

Part-Time Employment

Some jobs, mostly outside the field, are available through the Student Placement Office, Levermore Hall. Any job related to psychology must be approved by the dean, in regard to legality, professional ethics, and necessary supervision.

Teaching

See more information in the sections for Undergraduate and Graduate Students.

UNDERGRADUATE INFORMATION

Educational Strategy

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 domains 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 of psychology. 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 Psi Chi Honor Society 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.

Degree Completion Requirements

Apart from the General Education requirements there are specific requirements for students who wish to major or minor in psychology. Psychology majors must complete foundation courses in psychology and demonstrate that they have achieved competency in key areas required to pursue a major in Psychology. Students wishing to continue in the major will submit a portfolio of writing samples which will be used to assess whether they have achieved competency in key areas required to pursue a major 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. A signature feature of the undergraduate program will be that all of our graduating seniors benefit from an applied experience in psychology. These experiences will include Senior Applied Experience (SEA) Courses which offer research or clinical practicum.

Programs of Study

The Derner Institute offers the following undergraduate programs:
Bachelor of Arts (B.A.) in Psychology
Minor in Psychology

BACHELOR OF ARTS (B.A.) IN PSYCHOLOGY (*41 credits*)

The Undergraduate Psychology Major requires 41 credits to be completed in accordance with the plan of study for a Bachelor of Arts in Psychology. Students must successfully complete a Comprehensive Assessment Portfolio to continue in the major beyond the sophomore year or 60 credits. Transfer students will be advised on portfolio requirements on a case by case basis. During the course of their study, students must also complete the sequence of courses consistent with the General Education requirements. Every student is required to complete a minimum of 120 credits of academic work in order to be awarded a bachelor's degree.

Plan of Study

Courses are 3 credits unless noted otherwise.

Foundation Courses (*17 credits*)

PIA (0501) 101 General Psychology
 PIA (0501) 103 Writing in Psychology
 PIA (0501) 137 Psychological Statistics (*4 credits*)
 PIA (0501) 245 Psychological Research (*4 credits*)
 PIA (0501) 455 History of Psychology

Domains in Psychology Introductory Courses (*12 credits*)

Select one course from each of the following focus areas:

Biological and Cognitive Sciences

PIA (0501) 250 Neuropsychology
 PIA (0501) 272 Psychology of Perception
 PIA (0501) 292 Cognitive Psychology

Social & Personality Psychology

PIA (0501) 262 Social Psychology
 PIA (0501) 284 Theories of Personality

Developmental Psychology

PIA (0501) 115 Developmental Psychology (*Child*)

Clinical & Applied Psychology

PIA (0501) 210 Psychoanalysis
 PIA (0501) 283 Psychopathology

Comprehensive Assessment Portfolio (CAP) (0 Credits, P/F/ grade)

Students will complete three CAP courses which will lead to the completion of their Comprehensive Portfolio Requirement.

PIA 199 Comprehensive Assessment Portfolio (CAP) I

In CAP I, the first of three courses designed to complete the Comprehensive Assessment Portfolio requirement, students must submit their graded CAP key assignments from the

following two courses via Moodle by the completion of 31 university credits: Writing in Psychology and a Domain in Psychology Introductory Course.

PIA 299 Comprehensive Assessment Portfolio (CAP) II,

In CAP II, the second of three courses designed to complete the Comprehensive Assessment Portfolio requirement, graded CAP key assignments from two courses are submitted via Moodle by the completion of 47 university credits: History of Psychology and a Domain in Psychology Introductory Course not used for CAP I.

PIA 399 Comprehensive Assessment Portfolio (CAP) III,

In CAP III, the third of three courses designed to complete the Comprehensive Assessment Portfolio requirement, graded CAP key assignments from two courses are submitted via Moodle by the completion of 60 university credits: Psychological Research and a Domain in Psychology Introductory Course not used for CAP I or II.

Students' CAP will be reviewed each semester by their advisers and those students who are not achieving an adequate level of competency will be offered remediation. The CAP is a requirement for students wishing to continue in the major and the estimated time of completion is 60 credits.

Domains of Psychology Courses

Select one course from the following domains of psychology (3 credits). Any course not used to fulfill the Introductory Course requirement can also be used.

Biological and Cognitive Sciences

PIA (0501) 202 Behavior Analysis

PIA (0501) 441 Creativity, Perception, and the Visual Arts

PIA (0501) 277 Evolutionary Psychology

Developmental Psychology

PIA (0501) 114 Developmental Psychology Through the Lifespan

PIA (0501) 116 Developmental Psychology II (Adolescent Psychology)

Social & Personality Psychology

PIA (0501) 276 Motivation and Emotion

PIA (0501) 300 Cross-Cultural Psychology

PIA (0501) 365 Psychology of Women

Clinical & Applied Psychology

PIA (0501) 111 Applied Behavior Analysis

PIA (0501) 261 Environmental Psychology

PIA (0501) 285 Industrial/Organizational Psychology

PIA (0501) 290 Psychology of Addictions

PIA (0501) 318 Principles of Psychological Testing

PIA (0501) 322 Psychology of Loving and Enduring Relationships

PIA (0501) 355 Introduction to Forensic Psychology

PIA (0501) 360 Behavior Disorders in Childhood (*4 credits*)

PIA (0501) 379 Introduction to Counseling and Psychotherapy

PIA (0501) 386 Psychology of Criminal Behavior

Advanced Topics Seminars - Capstone Courses

Select two of the following courses (6 credits)

These seminars fulfill the university's capstone requirement

PIA (0501) 402 Advanced Topics in Behavior Analysis

PIA (0501) 415 Advanced Topics in Developmental Psychology

PIA (0501) 462 Advanced Topics in Social Psychology

PIA (0501) 472 Advanced Topics in Sensation and Perception

PIA (0501) 482 Advanced Topics in Personality and Clinical Psychology

PIA (0501) 493 Advanced Topics in Cognitive Psychology

Senior Experience Applied (SEA) Courses

Select one of the following courses (3 credits)

PIA (0501) 398 Practicum in Experimental Psychology

PIA (0501) 381 Practicum in Clinical Psychology

PIA (0501) 488 Psychology Internship

PIA (0501) 491 Emerging Scholars Program (*3-6 credits*)

Independent Study

See section entitled Additional Information for All Derner students.

The Psychology Internship Program

See section entitled Additional Information for Derner Undergraduate students.

MINOR IN PSYCHOLOGY

PIA (0501) 101 is required plus an additional 15 credits in psychology. Students should seek the advice of faculty in both the department of psychology and their major before selecting courses and electives. Students might want to choose electives that would be required courses in the event they switch to a major in psychology. After securing advisor approval, to declare a minor, a student must submit a completed *Change of Major /Minor* form to the Registrar.

Additional Information for Derner Undergraduate Students

The Undergraduate Psychology Program expects a student wishing to pursue a psychology major to achieve and demonstrate adequate levels of competencies in the following areas before continuing the course of study beyond an introductory level:

- Writing
- The use technology to critically explore psychological problems and issues
- Critical Thinking
- Beginning knowledge of psychological theories and the history of psychology

Students will be enrolled in the Competency Assessment Portfolio (CAP) course (0 Credits, P/F grade) when the Psychology Major is declared. CAP Key Assignments from

the following six courses must be submitted to the portfolio via Moodle once each course is completed: PIA (0501) 103, 245, 455, 250, 272 or 292; 262 or 284, and 114 or 115. Students' CAP will be reviewed each semester by their advisors and those students who are not achieving an adequate level of competency will be offered remediation. The CAP is a requirement for students wishing to continue in the major and the estimated time of completion is 60 credits.

Comprehensive Assessment Portfolio:

When should I submit my portfolio?

It is best to submit your key assignments as soon as the assignment is completed. The portfolios are due at the completion of the Sophomore year or 60 credits.

What should I include in the Comprehensive Assessment Portfolio?

Writing samples from the following courses must be included in the portfolio:

1. Writing Portfolio from PIA 103 Writing in Psychology
2. Literature Review and Research Proposal from PIA 245 Psychological Research.
3. Key Assignments from the following domains of psychology:
 - Biological and Cognitive Sciences (PIA (0501) 250 Neuropsychology, PIA (0501) 272 Psychology of Perception or PIA (0501) 292 Cognitive Psychology)
 - Social and Personality Psychology (PIA (0501) 262 Social Psychology or PIA (0501) 284 Theories of Personality)
 - Developmental Psychology (PIA (0501) 114 Developmental Psychology Through the Lifespan or PIA (0501) 115 Developmental Psychology (Child)).

Where do I submit my portfolio?

Students who wish to declare psychology as their major must register for a zero credit Comprehensive Assessment Portfolio Course (0 credit) and will be automatically enrolled in Moodle. All portfolio artifacts must be submitted via the 'Turnitin' folders established in Moodle along with a scanned copy of the graded rubric accompanying the assignment. Students will be notified by email when they have submitted all of the portfolio artifacts and when the review process is complete. Students will also be notified of their status in the major.

How do I know if my portfolio is adequate to continue in the major?

Students must receive a passing grade on the assignment and an adequate level of competency in the area the portfolio assesses.

What should I do if I do not achieve an adequate competency level in the area the assignment assesses?

Students who do not achieve an adequate level of competency in the area the assignment assesses can revise the assignment at any time before submission and request another assessment of the revised assignment. However, both the original and revised version of the assignment must be submitted with a written request for a reassessment.

What happens if I do not submit my portfolio?

Successful completion of the portfolio is a pre-requisite for continuation in the major. Students who have completed more than 60 credits and have not submitted a portfolio will not be allowed to continue in the psychology major. In addition, successful portfolio submission is a pre-requisite for the department's Advanced Topics Capstone Courses and Senior Experience Courses. These are required to complete the major.

What should I do if I decide to declare a major in psychology during my junior year?

Students wishing to declare a major in psychology after their sophomore year or completion of 60 credits must complete the required foundation and introductory courses as well as submit a successful portfolio.

What should I do if I am transferring into the department from another university?

All transfer students will be required to submit a portfolio when wishing to declare their major in Psychology. Since all transfer students will be required to take three of the six Comprehensive Portfolio Assessment Courses (Writing in Psychology, Psychological Research and History of Psychology) at Adelphi, students are required to submit their writing portfolio (Writing in Psychology course); writing samples reflecting the use of technology to critically explore psychological problems and issues and critical thinking skills (Psychological Research course); and writing samples reflecting knowledge about the history of psychology (History of Psychology) to their portfolio for assessment. In addition, key assignments from any foundation and introductory courses taken at Adelphi must be included in the portfolio. Students must complete their portfolio successfully in order to take the Advanced Topics capstone courses and Senior Experience Applied Courses.

Transfer students must take the following courses at Adelphi (16-20 credits):

- Writing in Psychology (PIA (0501) 103; 3 credits, CAP requirement)
- Psychological Statistics (PIA (0501) 137; 4 credits; Statistics courses accompanied by a lab are reviewed for acceptance on a case by case basis)
- Psychological Research (PIA (0501) 245; 4 credits, CAP requirement)
- History of Psychology (PIA (0501) 455, 3 credits, CAP requirement)
- Advanced Topics Capstone Courses (6 credits)
- Senior Experience Applied Courses (3 credits)

Transfer students' portfolio must include, at a minimum, key assignments from the following courses:

- Writing in Psychology (PIA (0501) 103; 3 credits)
- Psychological Research (PIA (0501) 245; 4 credits)
- History of Psychology (PIA (0501) 455, 3 credits)
- Key assignments from any domain introductory courses taken at Adelphi.

The Psychology Internship Program

The Gordon F. Derner Institute of Advanced Psychological Studies is dedicated to the furtherance of psychology by thoroughly preparing students to be competitive in their scholarly commitments. The undergraduate internship program is designed to provide practical experience for students looking to continue their studies at the graduate level. Internships are important in aiding students in their quest to further their knowledge in clinical, school and/or research settings. To learn more about internship opportunities in the Derner Institute, visit derner.adelphi.edu/undergraduate/internships.php.

Emerging Scholars Program

Qualified psychology majors participate in a year-long program, the Emerging Scholars Program (ESP), which offers an opportunity to participate in advanced, original research. The program offers intellectually curious students an intensive experience of mentorship and collaboration with a Derner Institute faculty member.

Honors in Psychology

Undergraduate Psychology Majors may graduate with Departmental Honors at the conclusion of their academic studies in the university. Honors are awarded at the discretion of the Psychology Department faculty. To be eligible to graduate with this distinction, an undergraduate must have completed at least twenty-four credits of their psychology major in the psychology department at Adelphi University. The top 30 % of each graduating class may be considered for graduation with “Honors” and the top 10% of each class may be considered for graduation with “High 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.

Admission

See Bulletin Admission section for general undergraduate admission information.

Expenses and Financial Aid

See Expenses and Financial Aid section of the Bulletin for general information on Financial Aid, Scholarships, and Work Study opportunities.

GRADUATE INFORMATION

Educational Strategy

Graduate training at the Derner Institute is designed to further the individual's understanding of psychology as a science of human behavior and as a profession that evaluates, prevents and treats psychological problems. It aims to prepare students in general psychology and for practice in mental health counseling, school psychology, and clinical psychology, including postgraduate training in psychoanalysis and psychotherapy. Professional training is founded on the practitioner-scholar model that educates a psychologist as a scholar, a consumer of research, and a highly-trained professional practitioner who applies knowledge and techniques.

Programs of Study

The Derner Institute offers the following master's, doctoral, and postgraduate programs:

Master of Arts (M.A.) in General Psychology

Master of Arts (M.A.) in Mental Health Counseling

Master of Arts (M.A.) in School Psychology

Doctor of Philosophy (Ph.D.) in Clinical Psychology

Respecialization in Clinical Psychology (Certificate Program)

Postgraduate Certificates

- Psychoanalytic Psychotherapy
- Psychoanalysis and Psychotherapy
- Child, Adolescent, and Family Psychotherapy
- Group Psychotherapy
- Marriage and Couple Therapy
- Psychoanalytic Supervision
- Psychodynamic School Psychology

MASTER'S PROGRAMS

Questions regarding individual programs may be directed to the appropriate program director: for the master's programs in general psychology, school psychology and mental health counseling contact Michelle Baker at (516) 877-4802.

MASTER OF ARTS (M.A.) IN GENERAL PSYCHOLOGY (36 credits)

The Master of Arts in General Psychology is a 36-credit program that can be completed on a part-time or full-time basis. The program is designed to serve three broad groups: (1) students who wish to acquire knowledge in psychology to advance an already established career path; (2) students who have an interest in future doctoral level training, but who need additional preparation to apply competitively for such a program; and (3) students who have a general interest in learning more about psychology and human behavior. The Master of Arts in General Psychology student takes 12 courses (3 credits each). Five of the twelve courses are required core courses in the foundations of psychology.

The remaining seven courses are elective courses that allow the student to tailor course selections to their individual needs. The five required core courses are: Statistics, Research I, Psychopathology, Developmental, and either Contemporary Views or Consciousness and Cognition. The remaining seven elective courses can be taken in various areas of psychology or a clustering of courses in a specific area of psychology such as Industrial/Organization, Forensic Psychology, or Clinical studies.

Areas of Focus

Industrial/Organizational Concentration in Psychology

The Master of Arts in general psychology offers several courses in industrial/organizational psychology. In general, these courses prepare students for positions in business with a focus on human resource management (HRM). Course content areas include personnel selection, performance evaluation, management/employee relations, motivation, and organizational behavior and change. Taking a special predetermined group of I/O courses will lead to an Advanced Certificate in Human Resources Management (ACHR)(see below). This selection of courses is designed to prepare students to develop core competencies needed to plan, control, and direct organizations for effective and efficient use of human resources, and to become skilled, knowledgeable, and ethical professionals applying concepts of psychology and organizational behavior to business. Several of these courses are offered in conjunction with the School of Business.

Successful graduates of the Master of Arts in general psychology program who complete the specified concentration in industrial/organizational psychology will earn an M.A. degree in psychology and a certificate in human resource management.

Plan of Study

Courses are 3 credits unless noted otherwise.

Required Courses to Obtain Advanced Certificate in Human Resources Management (ACHR):

HRM (0208) 765 Developing World Class Human Resources

MGT (0210) 561 Organizational Behavior

HRM (0208) 764 Selecting for Organizational Excellence

HRM (0208) 766 Performance Appraisal and Compensation

HRM (0208) 763 Executive Theory and Assessment

Forensic Psychology Electives

We periodically offer several courses in the area of Forensic psychology. Recent courses offered in this area have included: The Criminal Mind, Forensic Assessment, Introduction to Forensic, Proseminar in Forensics, Juvenile Delinquency, Current Issues in Forensics, Family Violence, and Child Custody Forensic Evaluations.

Clinical Studies Electives

We periodically offer several courses in the area of Clinical Studies. Recent courses offered in this area have included: Child Psychopathology, Eating Disorders, Trauma, Dialectical Behavioral Therapy, Substance Abuse, Psychopharmacology, Clinical Interventions, Hypnosis, and Autism Spectrum Disorders.

Admission to Master's Program in General Psychology

Rolling admissions. Students may start in the fall, spring, or summer.

Applicants are required to have a GPA of at least 3.0 and to submit two letters of recommendation; a personal essay; transcripts from all previously attended schools; and a listing of grades in all undergraduate and graduate psychology courses, which must include: general psychology and one additional psychology course. Though not required, general GRE scores are recommended.

MASTER OF ARTS (M.A.) IN MENTAL HEALTH COUNSELING (60 credits)

The Master of Arts in Mental Health Counseling is a 60-credit graduate training program designed to prepare students to be entry-level mental health counselors in a variety of settings including schools, community agencies, hospitals, and clinics. The program is designed for full-time study and has a strong clinical focus. It adheres to the standards for state and national accrediting groups. Students complete a 100 hour practicum and 900 hour internship allowing them to develop clinical skill-sets, while applying what they learned in academic courses. Students must also pass an exit exam (CPCE) that compares their knowledge in pertinent content areas to national norms. After graduating from the Mental Health Counseling program, students are required by the state to complete 3,000 post-graduate supervised hours and pass a state licensing exam in order to be granted a New York State License in Mental Health Counseling.

Plan of Study

Courses are 3 credits unless otherwise noted.

Required Course Sequencing:

Fall 1 - Required courses (12 credits)

MPS (0502) 606	Research Methods
PMH (0507) 501	Mental Health Counseling I
MPS (0502) 603	Personality, Psychopathology and Diagnosis
MPS (0502) 607	Developmental Psychology

Spring 1 - Required courses (12 credits)

MPS (0502) 618	Trauma
PMH (0507) 502	Mental Health Counseling II
PMH (0507) 521	Group Counseling
MPS (0502) 630	Clinical Assessment

Summer 1 - Required courses (12 credits)

PMH (0507) 503	Counseling Practicum (100 hours-0 credits)
PMH (0507) 506	Professional Development Seminar
PMH (0507) 522	Family Counseling
	Elective
	Elective

Fall 2 - Required courses (12 credits)

PMH (0507) 505	Multicultural Issues in Counseling
PMH (0507) 504	Counseling Internship (900 hours)
PMH (0507) 507	Vocational Counseling

Spring 2 - Required Courses (12 credits)

PMH (0507) 504	Continued Counseling Internship
	Elective
	Elective
	Elective
	Elective

Admission to Master's Program in Mental Health Counseling

The application deadline is April 1, 2011 for Fall 2011 admission, and March 1, 2012 for Fall 2012 admission.

Applicants are required to have prerequisite courses (or their equivalents) in general psychology, developmental psychology, research methods, and psychopathology; two letters of recommendation; a minimum GPA of 3.1; the Graduate Record Exam (GRE) (General); and an Admissions interview.

MASTER OF ARTS (M.A.) IN SCHOOL PSYCHOLOGY (72 credits)

The master's in school psychology is a 72-credit program that can be completed in three years of full-time study, or four years of part-time study, with some attendance during summer sessions. The majority of courses are in either assessment or school practice preparation. Classes are scheduled for late afternoon and evenings, which allows candidates to earn a masters degree while employed.

The program's core courses are in psychology and education, with 18 credits in assessment and a 36-credit core of school practice preparation, which includes the internship. In addition to the internship there are various field placements and practica within the 36-credit core of school practice preparation. Field placements provide an opportunity for students to practice beginning skills in conjunction with a didactic course. Practica provide students with a more intensive opportunity to use integrated skills, such as providing comprehensive psychoeducational evaluations and school consultation.

The school practice core culminates with a full-time internship in a public school, working under the supervision of a certified school psychologist.

Students are required to take the Praxis Exam (given by the Educational Testing Service), as their Comprehensive Exam. This will also permit students to become Nationally Certified School Psychologists (NCSP), which increases mobility when moving from one jurisdiction to another. Requirements for certification as a school psychologist differ across states; however, some states accept the NCSP credential as the basis for certification. Information about the Praxis Exam may be obtained at www.nasponline.org/certification/becoming_ncsp.html. Students are advised to retain their textbooks, such as *Best Practices in School Psychology*, and *School Psychology: Past, Present and Future*, among others, so as to have the materials necessary to prepare for the examination. Individuals with an M.A. in school psychology will meet the requirements for provisional certification as a school psychologist in New York State. Employment may be obtained in public schools; other employment opportunities may exist in state-run agencies, such as the Office of Developmental Disabilities. The choice of employment is somewhat more limited than that for individuals with a doctoral-level degree. Students should note that the title psychologist is protected by law, and that this program does not provide one with the necessary credential to work in independent practice.

The Office for the Master's Program in School Psychology is housed in B Blodgett Hall, Room 212.

Plan of Study

Courses are 3 credits unless otherwise noted.

First Year

Foundations Courses (15 credits)

SPY (0504) 601 Psychodynamic Perspectives in Working with Children
 SPY (0504) 614 Proseminar in School Psychology
 SPY (0504) 622 Statistics for School Psychologists
 SPY (0504) 702 Multi Cultural Issues in School Psychology
 SPY (0504) 710 Principles of Behavior

Assessment and Diagnostic Courses (15 credits)

SPY (0504) 605 Personality Assessment I
 SPY (0504) 607 Intellectual Assessment I
 SPY (0504) 608 Intellectual Assessment II
 SPY (0504) 610 Psychopathology in Children and Adolescents
 SPY (0504) 624 Introduction to Tests and Measurements

Second Year

Foundation Course

MPS (0502) 606 Research Design

Assessment and Diagnostic Courses

SPY (0504) 615 Neuropsychological Bases of Child Learning and Behavior
 SPY (0504) 617 Evaluating Students with Learning Difficulties

Fieldwork and Intervention Courses

SPY (0504) 611 Case Conceptualization of Behavioral Difficulties
 SPY (0504) 613 Implementing School-Based Prevention Programs
 SPY (0504) 616 Consultation in School Settings
 SPY (0504) 618 Practicum in School Psychology
 SPY (0504) 621 Practicum in School Psychology II
 SPY (0504) 708 Counseling Techniques in School Psychology

Third Year**Fieldwork and Intervention Courses**

SPY (0504) 612 Clinical Interventions in School Settings
 SPY (0504) 619 Internship in School Psychology I
 SPY (0504) 620 Internship in School Psychology II

Educational Elective (*choose two - can be taken at any time in the sequence*)

EBE (0804) 600 Foundations of Bilingual and Multicultural Education: Theory and Practices
 ECH (0807) 601 School and Society
 ECH (0807) 602 Emotional Lives of Children: Classroom as Community
 EEC (0810) 700 Families, Cultures, and Learning

Elective (*for specialization tracks*)

EBE (0804) 720 Assessment Considerations for ESL and Bilingual Populations
 EEC (0810) 640 Diagnosis and Intervention in Autism
 SPY (0504) 625 Counseling and Assessment of the Multicultural Child
 SPY (0504) 626 Counseling Students in the Autism Spectrum

Students wishing to pursue a certificate in bilingual school psychology would need to complete nine additional credits in the area of bilingual education and bilingual assessment.

Admission to Master's Program in School Psychology

All admissions are for the fall. The application deadline is March 1.

Applicants are required to have a GPA of at least 3.0. The GRE is not required but it is looked upon favorably. Applicants are required to have 15 credits in psychology, which must include general psychology; developmental child or adolescence psychology; abnormal personality or social psychology; tests and measurements, and statistics (*students may be admitted to the program conditionally, providing the missing undergraduate courses are completed with grades of "B" or better*). Applicants must also submit three letters of recommendation from former teachers or employers; and an essay/professional statement that addresses the following: Why have you chosen to study at Adelphi University? Why do you want to become a school psychologist? What are your long-term professional goals?

Social Training Center

Adelphi University's Social Training Center (STC) is a comprehensive support and guidance service initiative developed by the School Psychology program for students with

High Functioning Autism (HFA) or Asperger's Syndrome (AS) within the community. The STC provides local high school and college-aged individuals, ages 15-22, with a diagnosis of ASD, ongoing weekly therapeutic services in both individual and group counseling sessions.

DOCTORAL PROGRAM

Since 1951, the Institute and its precursor programs have accepted as a responsible educational goal in clinical psychology the training of scholar-practitioners who have clinical practice as a career goal. In like manner, it has also accepted responsibility to meet the educational goals for students committed to a career of research and teaching. To accomplish these several purposes, a basic core of psychology is required of all clinical doctoral students, covering cognition, psychodynamic theory, developmental psychology, social psychology, statistics, research methods, psychometrics, physiological psychology, and professional ethics. Clinical theory courses and intensively supervised clinical practice are required of the clinical psychology and respecialization students. All of the clinical supervisors have had postdoctoral training, most are graduates of psychoanalytic institutes, and most are Diplomats of the American Board of Professional Psychology. Throughout all years in residence, students attend a colloquia that serves as a forum for guest speakers, films, plenary meetings, and faculty or student presentations. For the clinical psychology program and the respecialization program, the supervised clinical practice begins in the first year with assignments to a clinical facility for one day a week, along with two clinical courses that include theory and research and a half-day on-campus clinical laboratory. In the first weeks, the practice is generally observational, but the range of activity is increased until full diagnostic and consultative activities are included. In the second year, a psychodiagnostic practicum is conducted for two semesters, while courses and seminars in psychotherapy are provided on campus. In the third and fourth years, there is outpatient psychotherapy practice; a weekly case conference is also required. All supervision is arranged so that the supervisor devotes two hours per week to supervisory activities per student. The respecialization program combines some of the placements to make it possible to have the clinical training at the University in a two-year period.

Research and scholarship are emphasized throughout the program, with special preparation for a scholarly presentation of a research project as a culminating academic/professional experience. This second-year project, consisting of a publishable research study performed under the guidance of a faculty mentor, is required of all students. Final outline for the dissertation is usually completed in the third or fourth year with completion of the dissertation within the fifth or sixth year.

DOCTOR OF PHILOSOPHY (PH.D.) IN CLINICAL PSYCHOLOGY

(120 credits)

Questions regarding individual programs may be directed to the appropriate program director: for the doctoral program contact Yvette Jones at (516) 877-4840.

The Doctor of Philosophy in clinical psychology is a full-time program consisting of 120 credits. The doctoral program in clinical psychology prepares students who have a primary career goal of community and clinical practice. This may be combined with an academic or research career. Required courses include:

Foundations of psychology including

- Biological and social bases of behavior
- Developmental psychology
- History and systems of psychology

Didactic and experiential training in

- Assessment
- Intervention
- Diversity
- Relationship skills
- Professional ethics
- Supervision, consultation, and management

Research methods and statistics

Extensive clinical field experience accompanies the academic core where students are placed in externships and in our Psychological Services Center accompanied by intensive supervision and case conferences. Completion of a dissertation and a one-year full-time internship is required for the degree. The clinical psychology program has been APA-accredited continuously since 1957. Students who complete the program are eligible to apply for a New York State psychology license.

Adelphi's clinical psychology doctoral program uses the Vail model for its philosophy of training. The Vail model proposed that a clinical psychology program must adhere to the following general principles: the clinical psychologist should have a core of knowledge and training common to all psychologists; the program should be of at least four years' duration, combining academic and clinical training, including an internship; preparation should be broadly directed toward both research and professional goals *rather than simply technical skills*; courses should be developed in sequence and be complementary rather than overlapping; the faculty should be neither over-dominated by the academy nor simply practical; continued contact throughout the training with clinical material is necessary, with the range extending from the normal to the abnormal population; a sense of professional responsibility and professional obligation must be instilled; cooperative work with persons of related disciplines is encouraged and sensitivity to the social implications of the psychologists' activities is essential; and throughout, research issues are to be emphasized.

Thus, the program should hold fast to those principles that suggest that the psychologist will be a professional, trained in a research tradition. These principles guide the core curricula of the doctoral program to be divided into the following major areas of instruction: general psychology, psychodynamics of behavior, diagnostic methods, therapy, research methods, professional ethics, and related disciplines. They also influence the emphases in our other programs.

Degree Completion Requirement

Four years full-time on campus, including an externship, plus one year full-time internship for clinical psychology. A second year research project and a doctoral level dissertation are required. A written comprehensive exam or an oral comprehensive exam is not required. Six years is the average time to completion of the program.

Plan of Study

Courses are 3 credits unless otherwise noted.

First Year

Fall

PSI (0503) 620 Psychodynamics of Behavior: The Freudian Legacy
 PSI (0503) 625 Diagnostic Psychological Testing I
 PSI (0503) 632 Initial Intake Seminar I (*1.5 credits*)
 PSI (0503) 640 Research Conference (*0 credits*)
 PSI (0503) 644 Advanced Psychological Statistics
 PSI (0503) 647 Research Design I
 PSI (0503) 734 Developmental Psychology

Spring

PSI (0503) 621 Clinical Psychopathology
 PSI (0503) 626 Diagnostic Psychological Testing II
 PSI (0503) 628 Theories of Personality
 PSI (0503) 633 Initial Intake Seminar II (*1.5 credits*)
 PSI (0503) 642 Psychological Research Work Group I
 PSI (0503) 645 Design and Analysis of Experiments
 PSI (0503) 736 Social Psychology

Second Year

Fall

Externship

PSI (0503) 623 Child Psychopathology
 PSI (0503) 643 Psychological Research II
 PSI (0503) 700 Psychotherapy Case Conference I (*0 credits*)
 PSI (0503) 712 Clinical Practice I: Psychodiagnostics
 PSI (0503) 724 Comparative Analysis of Intervention

Spring

Externship

- PSI (0503) 701 Psychotherapy Case Conference II (*0 credits*)
- PSI (0503) 713 Clinical Practice II: Psychodiagnostics
- PSI (0503) 722 Theory and Practice II: The Relational Tradition
- PSI (0503) 742 Psychological Research III
- PSI (0503) 746 Applied Clinical Research
- PSI (0503) 838 Multicultural Issues II: Race, Class, and Ethnicity

Research Project Due: The Research Project typically will be an empirical project of publishable quality, but of lesser magnitude than a doctoral dissertation.

Third Year

Fall

- PSI (0503) 743 Psychological Research IV
- PSI (0503) 800 Psychotherapy Case Conference III (*0 credits*)
- PSI (0503) 812 Clinical Practice III: Psychotherapy Practicum
- PSI (0503) 832 Cognition
- PSI (0503) 833 Disorders of the Self

Spring

- PSI (0503) 739 Humanistic, Cognitive, Behavioral Approaches to Psychotherapy
- PSI (0503) 801 Psychotherapy Case Conference IV (*0 credits*)
- PSI (0503) 813 Clinical Practice IV: Psychotherapy Practicum
- PSI (0503) 817 Continuing Doctoral Thesis Supervision
- PSI (0503) 834 Multicultural Issues I: Sex and Gender
- PSI (0503) 835 History and System of Psychology
- One Elective

Fourth Year

Fall

- PSI (0503) 803 Concentration Case Conference I (*1.5 credits*)
- PSI (0503) 818 Continuing Doctoral Thesis Supervision
- PSI (0503) 824 Physiological Psychology
- PSI (0503) 831 Group Dynamics
- PSI (0503) 851 Colloquium I (*0 credits*)
- One Elective

Spring

- PSI (0503) 804 Concentration Case Conference II (*1.5 credits*)
- PSI (0503) 819 Continuing Doctoral Supervision
- PSI (0503) 825 Clinical Neuropsychology
- PSI (0503) 850 Ethics and Professional Issues
- One Elective
- PSI (0503) 852 Colloquium II (*0 credits*)
- One Elective

Fifth Year*Fall Internship I**Spring Internship II***Admission to the Doctoral Program***The application deadline for fall admission to the doctoral program is January 15.*

Applicants to the doctoral programs are required to have completed undergraduate courses in: general psychology, experimental psychology, statistics, developmental psychology, and abnormal psychology. Applicants are required to submit Graduate Record Examination (GRE) results (including the General Exam and the Psychology Exam). The Miller Analogies Test is not required. The Ph.D. program does not have minimum required scores, although most candidates have GRE scores considerably above 500 and have GPAs well above 3.0. Top applicants for the clinical psychology program are interviewed in a required group interview.

RESPECIALIZATION IN CLINICAL PSYCHOLOGY (Certificate Program)

The Respecialization Diploma Program is available to enable doctoral-level psychologists trained in other areas to make a career shift into clinical psychology. The Respecialization Program serves to prepare psychologists through participation in academic work and intensive clinical training to develop skills to become practicing clinicians.

Degree Completion Requirements

Two years in clinical courses and clerkships plus one year internship required. Three years is the average time to completion of program. Doctorate or Master's and state license in an area of mental health is required.

Plan of Study*Courses are 3 credits unless otherwise noted.***First Year***Fall*

PSI (0503) 620 Psychodynamics of Behavior: The Freudian Legacy

PSI (0503) 625 Advanced Clinical Psychology I

PSI (0503) 700 Psychotherapy Case Conference I (0 credits)

PSI (0503) 632 Initial Intake Seminar I (1.5 credits)

One Elective

Off-Campus Clinical Externship

Spring

PSI (0503) 621 Clinical Psychopathology

PSI (0503) 626 Advanced Clinical Psychology II

PSI (0503) 633 Initial Intake Seminar II (1.5 credits)

One Elective

PSI (0503) 701 Psychotherapy Case Conference II (0 credits)

Off-Campus Clinical Externship

Second Year*Fall*

- PSI (0503) 724 Comparative Analysis of Intervention
- PSI (0503) 800 Psychotherapy Case Conference III (*0 credits*)
- PSI (0503) 812 Clinical Practice III: Psychotherapy Practicum
- PSI (0503) 833 Disorders of the Self
- PSI (0503) 834 Multicultural Issues I: Sex and Gender

Spring

- PSI (0503) 801 Psychotherapy Case Conference IV (*0 credits*)
- PSI (0503) 813 Clinical Practice IV: Psychotherapy Practicum
- PSI (0503) 820 Child Psychotherapy
- PSI (0503) 838 Multiculturalism and the Therapeutic Process
- PSI (0503) 850 Ethics and Professional Issues

Third Year*Fall* Internship I*Spring* Internship II**Admission**

For the respecialization program, applicants are required to have a doctorate in psychology, and have completed a dissertation. A personal group interview is required.

Additional Information for Derner Institute Graduate Students

Transfer Credits for M.A. Program

Students who have taken master's level psychology courses may apply for written permission by the dean and program director to transfer up to a maximum of six credits. Transfers are considered only for those courses in which the student received a minimum grade of "B". Under no circumstances will more than six credits be transferred.

Transfer Credits for Doctoral Program

Students in the doctoral program may request transfer credit only for non-clinical courses that they have already taken at the graduate level, provided they have received a minimum grade of B. Approval for transfer credit must be approved by the dean, and students requesting transfer credit must provide both a transcript and a syllabus. Transfer credits do not shorten the length of the program.

Grading

Students are required to earn grades of "B" or better in all courses in order to remain in the program. If a grade less than "B" is earned in any given course, the student must meet with the program director, and will be placed on academic probation. Grades of below "B" will not count toward graduation. If it is a core course, the course must be retaken. If it is an elective, another elective may be substituted.

Graduate Assistantships

For clinical Ph.D. students, upon acceptance for the group interview, the necessary forms for request for financial aid will be given to the applicant. It is not necessary to apply in advance.

The financial aid that students receive as graduate assistants is provided in the form of tuition remission, and each student is assigned to a faculty member who supervises the student's work. The student is required to work one hour per week during the academic year for every \$1,000 in financial aid, and the most common graduate assistantship is for \$5,000, which requires five hours of work per week.

The Institute's practice is to award financial aid on the basis of merit, financial need, and possession of relevant skills. Given that, it should be emphasized that the Derner Institute has a commitment to recruit and train racial/ethnic minority students. As part of that recruitment, incoming minority students are particularly likely to be awarded graduate assistantships.

Every student applying must complete the Financial Aid Form and submit a copy to the Chair of the Financial Aid Committee. In addition, students must submit the Derner Institute Application for Financial Aid Form, a copy of their most recent federal income tax return as stipulated on the FAF form, and, if according to information supplied on the FAF, the student is classified as dependent, a copy of the parents' federal income tax return. The original FAF and the income tax return(s) should be submitted to Office of Student Financial Services at Adelphi.

Scholarships and Fellowships

The APA monograph, *Graduate Study in Psychology*, has additional suggestions regarding financial aid. This monograph is available in the IAPS office or in the Swirbul Library. Additional sources of funding may be identified through www.fastweb.com.

Howard Davis Memorial Fund

A limited amount of money is available for emergency, short-term loans. Specific terms are arranged with the Dean, to whom applications should be directed.

For additional information about Tuition Assistance and Scholarships, please see the Additional section for all Derner students.

Clinics

The Center for Psychological Services is an integral part of the Derner Institute, and serves primarily as a practicum training facility for the doctoral candidates in clinical psychology. The Center's staff and Institute faculty provide professional oversight and supervision to students who provide assessment and psychotherapy services to Adelphi University students and staff and the members of the surrounding communities. The Center also maintains a liaison with community agencies including schools, hospitals, mental health clinics, drug rehabilitation centers, and crisis intervention units.

Off-Campus Classes

In addition to classes at the main campus in Garden City, the Derner Institute offers some classes for the Master of Arts (M.A.) in general psychology, the Master of Arts (M.A.) in mental health counseling, and the Master of Arts (M.A.) in school psychology at Adelphi's Hauppauge Center. The Center is located at 55 Kennedy Drive, Hauppauge, New York.

Leave of Absence Guidelines

The continuity of training and education is an important aspect of the program; the faculty generally will not permit extension of leaves of absence beyond a single year. Under special circumstances, a student may petition for an extension of a leave for an additional year; such a petition must be presented no later than the preceding spring. The petition must present a compelling reason for such an extension, and should also include provision for approved professional activities during the leave period. The decision will be based on the specifics of the case, including the student's previous performance in the program, and the professional use that will be made of the leave period. If leave is not granted, the student will be expected to return to full-time status; or will have to reapply and be considered as a new student.

Commitment to Recruiting Racial/Ethnic Minority Students

Special care is taken to recruit and to provide financial assistance for qualified racial/ethnic minority students. A Derner Institute supported minority student organization participates in recruitment of faculty and students, selection of students, planning of special programs, and minority student orientation and advisement.

POSTGRADUATE CERTIFICATE PROGRAMS

Questions regarding individual programs may be directed to the appropriate program director; for Postgraduate Programs, contact Margaret Burgard at (516) 877-4835.

The Postgraduate Programs are designed for professionals who have doctorates or master's degrees in a mental health profession and are licensed for independent practice. These programs provide certificates and advanced training in psychotherapy and psychoanalysis including: adult therapy; child, adolescent, and family therapy; marriage and couples therapy; group psychotherapy; psychoanalytic supervision; and psychodynamic school psychology. The postgraduate programs consist of a series of seminars in theory, technique, case conferences, and supervised practice. Courses are offered in the evening or late afternoons to accommodate working professionals. In addition to our Garden City location, some programs are offered at our Manhattan Center. Personal therapy and supervised practice are basic requirements of these programs.

POSTGRADUATE PROGRAM IN PSYCHOANALYTIC PSYCHOTHERAPY

This one-year program offers an introduction to psychodynamic principles through the study of classical and contemporary psychoanalytic theory and technique. It provides a sound introduction to psychoanalytic concepts for those who wish to obtain supervision on their clinical work while considering further training as a psychoanalyst.

Admissions Requirements

A doctoral or master's degree in a mental health field is required. Applicants should complete an application and arrange to send transcripts from their graduate programs, plus two letters of recommendation. Two interviews with members of the Postgraduate Admissions Committee will be arranged.

Program Requirements

- Completion of the first year curriculum of the four-year certificate program
- 40 sessions of individual supervision with a supervisor approved by the postgraduate program
- A minimum of 40 sessions of individual weekly psychotherapy with a training analyst approved by the postgraduate program
- Treatment of one pro-bono psychotherapy training case seen through the Postgraduate Psychotherapy Center for 40 hours
- 2-3 additional psychotherapy cases seen through the Postgraduate Psychotherapy Center or other placements.

POSTGRADUATE PROGRAM IN PSYCHOANALYSIS AND PSYCHOTHERAPY

This program provides a comprehensive and in-depth study of classical psychoanalysis, British and American object relations, self psychology, intersubjectivity, and contemporary relational and interpersonal psychoanalytic approaches to treatment. Courses in theory are complemented by case seminars that focus on the therapeutic techniques of each theoretical approach. Candidates integrate psychoanalytic theory with their clinical experience and increase their self-understanding and professional growth through personal analysis. Many training analysts are available to work with candidates at reduced fees.

Admissions Requirements

A doctorate or master's degree in a mental health field is required. Applicants should complete an application and arrange to send transcripts from their graduate programs, plus two letters of recommendation. Two interviews with members of the Postgraduate Admissions Committee will be arranged.

Program Requirements

- Completion of the four-year curriculum
- 200 hours of individual supervision with four or five supervisors approved by the Postgraduate Program
- 300 hours of three-times-a-week personal analysis with a training analyst approved by the Postgraduate Program
- Treatment of one pro-bono psychoanalytic training case seen through the Postgraduate Psychotherapy Center for a minimum of 300 hours at three times a week
- Treatment of one additional psychoanalytic patient for a minimum of 300 hours at three times per week
- Completion of a graduation paper that demonstrates the candidate's personal integration of theory and technique in psychoanalysis

POSTGRADUATE PROGRAM IN CHILD, ADOLESCENT, AND FAMILY PSYCHOTHERAPY

This three-year program provides advanced training in psychodynamic psychotherapy with children, adolescents, and their parents. Candidates develop their ability to integrate neurodevelopmental, psychoanalytic, and family systems perspectives in their understanding of children and adolescents; to work effectively in child and adolescent psychotherapy and parent counseling; and to develop leadership skills in community agencies, hospitals, schools, and private practice.

Admission Requirements

A doctorate or master's degree in a mental health field is required. Applicants should complete an application and arrange to send transcripts from their graduate programs, plus two letters of recommendation. Two interviews with members of the Postgraduate Admissions Committee will be arranged.

Program Requirements

- Satisfactory completion of course work
- 120 hours of supervision working with 3 supervisors for a minimum of 40 hours each
- 300 hours of personal psychotherapy
- Psychotherapy with one pro bono child or adolescent training case seen through the Psychotherapy Center for a minimum of 100 hours, and psychotherapy with six child and adolescent patients
- Case presentation in the second year or later

POSTGRADUATE PROGRAM IN GROUP PSYCHOTHERAPY

This two-year program consists of didactic and experiential course work, clinical supervision, and personal group therapy. Major schools of psychoanalytic group theory and technique are represented with an emphasis on the relational approach. Systems, cognitive, crisis-intervention, and behavioral modalities are included in course work and experiential learning.

Admission Requirements

A doctorate or master's degree in a mental health field is required. Applicants should complete an application and arrange to send transcripts from their graduate programs, plus two letters of recommendation. The applicant will be contacted for a personal interview.

Program Requirements

- Satisfactory completion of the two-year curriculum
- 85 sessions as the therapist to an ongoing group therapy
- 95 hours of personal supervision (group supervision for up to 45 hours)
- A case presentation during the second year or later
- 15 months of personal group therapy, concurrent with the program

POSTGRADUATE PROGRAM IN COUPLE THERAPY

Courses in this two-year program are based on a synthesis of psychoanalytic and systemic models to prepare the contemporary couples therapist to provide effective treatment. Coursework and supervision offer a strong theoretical and technical foundation preparing clinicians to address a wide range of issues in couple treatment.

Admission Requirements

Applicants should submit an application and two letters of recommendation and will be contacted for personal interviews.

Program Requirements

- Satisfactory completion of course work
- 100 hours of supervision (group supervision may be chosen for up to 35 hours)
- 120 hours of couple treatment
- 100 hours of personal psychotherapy (50 hours must be concurrent with training)
- A graduation paper demonstrating candidate's integration of theory and technique

POSTGRADUATE PROGRAM IN PSYCHOANALYTIC SUPERVISION

This one-year program addresses the needs of recent graduates of postgraduate psychoanalytic training programs who wish to develop the skills to be supervisors of psychoanalysis and other psychodynamic therapies as they move ahead in their careers. It consists of didactic courses and case seminars and is open to candidates who have completed psychoanalytic training.

Admission Requirements

A doctorate or masters degree in a mental health field, licensure for private practice, and completion of an advanced psychoanalytic training program is required. Applicants should submit an application, transcripts from their advanced training program, and two letters of recommendation. Two interviews with members of the Postgraduate Admissions Committee will be arranged.

Program Requirements

- Satisfactory completion of course work
- 40 hours of supervision of a candidate in analytic training

POSTGRADUATE PROGRAM IN PSYCHODYNAMIC SCHOOL PSYCHOLOGY

This is a unique one-year program for certified school psychologists and school social workers. An optional second year is offered to candidates who have completed the first year of the program. The program includes courses, seminars, and supervision based on contemporary psychodynamic understanding of human behavior. Emphasis is placed upon training school psychologists and school social workers to apply this information as they expand their skills in working with students, parents, teachers, and school administrators. As a forum exclusive to school mental health professionals, the program seeks to provide a supportive collegial atmosphere that encourages personal growth and professional stimulation.

Admission Requirements

The program is open to practicing, certified school psychologists and school social workers. Applicants should complete an application and arrange for two letters of recommendation. A personal interview will be arranged.

Program Requirements

- Satisfactory completion of the curriculum
- Satisfactory completion of a minimum of 10 hours of individual supervision

POSTGRADUATE PSYCHOTHERAPY CENTER

The **Postgraduate Psychotherapy Center** is an association of psychotherapists affiliated with the Postgraduate Programs in Psychoanalysis and Psychotherapy. Founded in 1963, the Center provides affordable and effective psychoanalytic psychotherapy services. All are experienced licensed mental health professionals with advanced training in psychoanalysis and psychotherapy.

VI.



SCHOOL OF BUSINESS

School of Business

Hagedorn Hall, Room 121

p – (516) 877-4600 (undergraduate office)

p – (516) 877-4670 (graduate office)

f – (516) 877-4607

Rakesh Gupta, *Dean*

p – 516-877-4690

e – Gupta@adelphi.edu

The School of Business is accredited by AACSB International—The Association to Advance Collegiate Schools of Business.

ADMINISTRATION

business.adelphi.edu/about/administration.php

Ganesh Pandit, *Associate Dean*

Brian Rothschild, *Assistant Dean*

Patricia Joyce, *Director of Undergraduate Programs*

FACULTY

business.adelphi.edu/faculty

Professors

Allan S. Ashley

C. Richard Baker

Jeffrey Goldstein

Zhimin Huang

Susan Li

Anthony F. Libertella

Samuel M. Natale

Jayen Patel

David Prottas

Alvin J. Rosenstein

Darko Skorin-Kapov

Mariano Torras

Associate Professors

Jack Angel

Pamela Buckle Henning

Grace Conway

David Gleicher

James Hazy

MaryAnne Hyland

David Machlis

Sviatoslav Moskalev

Ganesh Pandit

Dennis Payette

Shibin Sheng

Sebastian Sora

Joyce Silberstang

Gita Surie

R. Bruce Swensen

Winston Waters

Monica Yang

Simon Yang

Jiang Zhang

Assistant Professors

Harvey J. Heinowitz

Graham K. Henning

Nicholas Koumbiadis

Alan Kreitzman

Yun Jung Lee

Soon Ryoo

Lecturer

Arthur Leibowitz

Visiting Professors

Michael Driscoll

Robert Goldberg

Thomas Shinick

PROFESSIONAL PHILOSOPHY

Few areas of American life are as dynamic and challenging as the world of business. 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-growing population. Business knowledge has become an all-important factor not only in corporate enterprises, but also in government, and not-for-profit institutions.

The School believes that the best business leaders are those who enjoy an intellectual challenge; have a deep appreciation of the theoretical and the practical; understand today's realities and tomorrow's possibilities; and see the link between the skills they learn and the character they display.

The School has five learning goals that stem from our mission statement. These learning goals are: ethics, global/multicultural perspective, communication skills, critical thinking skills, and leadership. The faculty is integrally involved in the learning assurance process and engages in the continuous improvement of the curriculum. As part of the capstone course, all undergraduate and graduate students in the School of Business, including students enrolled in the BS in Business program through University College, will be required to take assessment exams that will assess their (1) discipline-specific knowledge, and (2) achievement of one or more School of Business learning goals.

MISSION STATEMENT

Our School

The Adelphi University School of Business is located on Long Island in the New York City metropolitan area, the world's leading business center. Our mission is to prepare our students to be ethical leaders with a global perspective, innovators and problem-solvers. The faculty's wide-ranging expertise informs our teaching so that our students master a body of knowledge and develop proficiencies in analytical, critical thinking, and communication skills.

Our Students and Programs

Our diverse student body is drawn not only from across the U. S. but also includes a vibrant community of international students. It consists of college-age students and career changers. Our full-time undergraduate and graduate programs aim at excellence in business education with a foundation in the liberal arts and sciences in accordance with the vision of the University as a whole. The School is also committed to advancing the career needs of working adults through our evening and weekend undergraduate, graduate, and offsite course offerings. The School of Business fosters strong and personalized faculty-student interaction through small class sizes, convenient and flexible schedules, online options, ample opportunities for advising, and accessible faculty. Student instruction is enhanced through technology and by offering opportunities for experiential learning in class, via internships, study abroad programs and campus events and lectures.

Our Faculty

Recognizing that ongoing intellectual development of the faculty is a cornerstone for effective teaching, the School of Business is committed to enhancing the academic and professional growth of our faculty. Faculty research is expected and rewarded; faculty teaching is developed and evaluated; and, faculty professional practice relevant to teaching and research is encouraged. Faculty publications focus primarily on applied research with some emphasis on basic and pedagogical scholarship. Our faculty aim to develop new perspectives on leadership, ethics, sustainability and specialized knowledge in various disciplines. Additionally, the faculty aim to validate theory by examining a variety of

industries including the healthcare industry in the region.. We foster an interdisciplinary approach through research collaborations.

Our Community

The School of Business promotes ties across the University community through interdisciplinary and joint degree programs, and the active participation of our faculty in university-wide service. We create value for industry and society by providing qualified candidates for internships and full-time positions in both business and the not-for-profit sector. We seek to contribute to alumni, employers, and the community-at-large through publications, continuing education, symposia, and guest lectures. We also invite the advisory board and other stakeholders to participate in the ongoing evolution of our institution. All of this supports our endeavor to create a culture of engagement.

VISION STATEMENT

We aspire to be the business school of choice for leaders who act in accordance with ethical principles and who are informed by in-depth knowledge of business-related disciplines. We strive to create new and relevant knowledge and value for industry and society through our involvement in the local community, by taking a global perspective and by using an interdisciplinary approach.

PROGRAMS OF STUDY

UNDERGRADUATE PROGRAMS

Bachelor of Business Administration (B.B.A.) in Accounting

B.B.A./M.B.A. in Accounting

Bachelor of Business Administration (B.B.A.) in Management with specializations available in

- Finance
- Human Resource Management
- Management Information Systems
- Marketing

Bachelor of Science (B.S.) in Finance

Bachelor of Science (B.S.) in Marketing

Bachelor of Arts (B.A.) in Economics

Bachelor of Science (B.S.) in Business offered through University College

Five Year Bachelor/M.B.A. Option, with appropriate advisement

Minors in Business for Non-Business Majors

Business Clusters for Non-Business Majors

GRADUATE PROGRAMS

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

with specializations available in

- Accounting
- Finance

- Health Services Administration
- Human Resource Management
- Management
- Management Information Systems
- Marketing
- Sport Management

GOAL M.B.A.: Graduate Opportunity for Accelerated Learning (*42 credits*)

CERTIFICATE PROGRAMS

Advanced Certificate in Human Resource Management (ACHR), including

- M.S.W. / ACHR
- M.A. General Psychology / ACHR
- M.S. Nursing Administration / ACHR

Basic Certificate in Accounting, offered through University College

Advanced Certificate in Accounting, offered through University College

UNDERGRADUATE INFORMATION

Educational Strategy

The bachelor's degree programs, which integrate cutting-edge management theory and practice with state-of-the-art instruction, are structured around the concept of managing an organization's assets—people, money, information, and technology—because no matter where one “sits” in an organization, one has only these four assets with which to work.

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. Our functional courses provide a solid foundation in the fundamentals of business and serve as the “building blocks” for the more advanced courses.

Through its programs, the Adelphi University School of Business prepares undergraduates for either graduate study or direct entry into the job market. More importantly, the School nourishes a deep-rooted and practical intelligence that will serve students not only in business but throughout their life.

Official 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.

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 Official 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 Official Program of Study unless it has been officially changed by the Business Undergraduate Programs Office.

BACHELOR OF BUSINESS ADMINISTRATION 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. Students acquire both the technical accounting knowledge and the analytical and managerial capabilities 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 68 credits of General Education requirements and liberal arts, 30 credits of pre-core, business core, and capstone requirements, and 27 credits of accounting courses including 3 credits of commercial law.

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 the degree requirements.

Plan of Study

Courses are 3 credits unless noted otherwise.

The Fifth Year Option (Five Year BBA/MBA in Accounting Program)

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 requires candidates who wish to sit for the C.P.A. examination to complete at least 150 credit hours of college education. Our undergraduate accounting majors can meet the NYS requirement AND obtain an MBA by completing the following courses:

ACC (0201) 703 Advanced Auditing

ACC (0201) 704 Advanced Federal Taxation

ACC (0201) 707 Auditing and the Computer

ACC (0201) 708 Seminar in Accounting Theory

BUS (0204) 662 Entrepreneurship/Intrapreneurship *or* HRM 765 Developing World Class Human Resources

BUS (0204) 679 Strategic Management (*to be taken in the last semester*)

BUS (0204) 689 Persuasive Communication and Negotiation

FIN (0209) 734 Building Shareholder Value through Competitive Analysis

MGT (0210) 666 Leadership and Innovation in Complex Systems

MGT (0210) 770 Management of Technology

OPR (0207) 573 Management Information Systems (Note: If students take OPR (0207) 478, undergraduate course in Management Information Systems, as one of the Liberal Arts electives in their senior year, they do not have to take OPR (0207) 573, graduate course in Management Information Systems)

OPR (0207) 678 Best Practices, Operations, and Total Quality Management

BACHELOR OF BUSINESS ADMINISTRATION 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 leads to the B.B.A. by successfully completing 121 credits of course work, consisting of 67 credits of General Education requirements and liberal arts, 30 credits of pre-core, business core and capstone course requirements, 18 credits of advanced business courses and business electives, and 6 credits of free electives.

Plan of Study

Courses are 3 credits unless noted otherwise.

Freshman Year

First Semester (16 credits):

General Education Requirements

ACC (0201) 101 Principles of Accounting I

BUS (0204) 162 Introduction to Business

ECA (0203) 111 The Price System

Second Semester (15 credits):

General Education Requirements

ACC (0201) 102 Principles of Accounting II

ECA (0203) 112 The National Economy

MGT (0210) 262 Principles of Management

Sophomore Year

First Semester (16 credits):

General Education Requirements

BUS (0204) 267 Business Communications

MTH (0144) 110 Pre-Calculus

OPR (0207) 271 Information Technology
and Applications (4 credits)

Second Semester (15 credits):

General Education Requirements

BUS (0204) 252 Legal and Ethical

Environment of Business

MKT (0212) 280 Marketing

OPR (0207) 272 Analytical and Statistical
Modeling (4 credits)

Junior Year*First Semester (15 credits):*

General Education Requirements
 FIN (0209) 330 Managerial Finance
 MGT (0210) 366 Organizational Behavior

One of the following:

Dramatics, Beginning Acting, or Speech
 courses: PFA 108, PFA 109, SPE 110, or 112

Second Semester (15 credits):

General Education Requirements
 HRM (0208) 367 Management of Human
 Resources
 OPR (0207) 373 Management of Production/
 Operations
 Liberal Arts Electives
 Specialization/Business Elective

Senior Year*First Semester (15 credits):*

BUS (0204) 341 International Business
 BUS (0204) 461 Entrepreneurship
 Liberal Arts Electives

*Free Elective**

Specialization/Business Elective

Second Semester (13 credits):

BUS (0204) 468 Business Policy and Strategy
 Liberal Arts Electives (4 credits)
 Free Elective*

Specialization/Business Elective

** Free electives may be taken in any division of
 the University*

Specializations for the B.B.A. in Management Degree

A specialization consisting of a minimum of 9 credits of advanced course work in a specific discipline is available. Currently, the specializations are marketing, finance, management information systems, and human resource management. Specializations are optional and may be chosen instead of 9 credits in business electives. Students should consult with the Business Undergraduate Programs Office, Hagedorn Hall, Room 121, for more information.

Marketing Specialization

Students may choose from the following courses:

MKT (0212) 382 Retail Management
 MKT (0212) 383 Sales Management
 MKT (0212) 384 Direct Marketing and Sales Promotion
 MKT (0212) 480 Advertising Management
 MKT (0212) 481 Marketing Research*
 MKT (0212) 482 Marketing Strategy

**Marketing Research is a prerequisite for Marketing Strategy.*

Finance Specialization

Students may choose from the following courses:

ACC (0201) 306 Financial Statement Analysis
 ECA (0203) 251 Money and Banking
 FIN (0209) 311 Financial Markets
 FIN (0209) 434 Managerial Finance II
 FIN (0209) 438 Investment Analysis
 FIN (0209) 443 International Finance

Human Resource Management Specialization

Students may choose from the following courses:

HRM (0208) 465 Effective Human Resource Policy and Law

HRM (0208) 466 Compensation Management

HRM (0208) 467 Executive Development

HRM (0208) 468 Staffing: Recruitment, Selection and Training

HRM (0208) 469 Labor Relations

Management Information Systems Specialization

OPR (0207) 471 System Analysis and Design

OPR (0207) 474 Data Communication

OPR (0207) 475 Database Management

OPR (0207) 478 Management Information Systems.

Specializations are subject to change. Consult with the Business Undergraduate Programs Office, Hagedorn Hall, Room 121, for more information, exact courses, course numbers, and course descriptions.

BACHELOR OF SCIENCE 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, and the influence of political, social, legal, regulatory, and technological issues.

Degree Requirements

The finance major leads to the B.S. by successfully completing 121 credits of course work, consisting of 64 credits of General Education requirements and liberal arts, 30 credits of pre-core, business core and capstone course requirements, and 27 credits of advanced finance courses and business courses.

Plan of Study

Courses are 3 credits unless noted otherwise.

Freshman Year

First Semester (16 credits):

General Education Requirements

ACC (0201) 101 Principles of Accounting I

BUS (0203) 162 Introduction to Business

ECA (0203) 111 The Price System

Second Semester (15 credits)

General Education Requirements

ACC (0201) 102 Principles of Accounting II

ECA (0203) 112 The National Economy

MGT (0210) 262 Principles of Management

Sophomore Year*First Semester (16 credits):*

General Education Requirements
 ACC (0201) 201 Intermediate Accounting I
 MTH (0144) 110 Pre-Calculus
 OPR (0207) 271 Information Technology and
 Applications (4 credits)

Second Semester (15 credits):

General Education Requirements
 ACC (0201) 202 Intermediate Accounting II
 BUS (0204) 267 Business Communications
 MKT (0212) 280 Marketing

Junior Year*First Semester (15 credits):*

General Education Requirements
 BUS (0204) 252 Legal and Ethical
 Environment of Business
 ECA (0203) 251 Money and Banking
 FIN (0209) 330 Managerial Finance
 MGT (0210) 366 Organizational Behavior

Second Semester (16 credits):

General Education Requirements
 BUS (0204) 341 International Business
 FIN (0209) 311 Financial Markets
 OPR (0207) 272 Analytical and Statistical
 Modeling (4 credits)
 One of the following:
 Dramatics, Beginning Acting, or Speech
 courses: PFA (0192) 108, PFA 109, SPE (0876)
 110, or 112

Senior Year*First Semester (15 credits):*

General Education Requirements
 ACC (0201) 306 Financial Statement Analysis
 FIN (0209) 438 Investment Analysis
 FIN (0209) 443 International Finance
 OPR (0207) 373 Management of
 Production/Operations

Second Semester (13 credits):

FIN (0209) 412 Seminar in Finance
 FIN (0209) 434 Managerial Finance II
 BUS (0204) 468 Business Policy and Strategy
 Liberal Arts Electives (4 credits)

BACHELOR OF SCIENCE IN MARKETING

The undergraduate program in marketing at Adelphi University is designed to offer students a broad business education with an emphasis on professional training for development of marketing strategies and managing marketing operations. This program's curriculum emphasizes an action learning (*i.e.*, learning by doing) teaching philosophy. Students learn to apply conceptual principles and marketing managerial techniques with the goal of becoming informed, skilled and competent marketing professionals.

Degree Requirements

The marketing major leads to the B.S. by successfully completing 121 credits of course work, consisting of 64 credits of General Education requirements in liberal arts, 30 credits of pre-core, business core and capstone course requirements, 27 credits of advanced marketing and business courses.

Plan of Study

Courses are 3 credits unless noted otherwise.

Freshman Year*First Semester (16 credits):*

General Education Requirements
 ACC (0201) 101 Principles of Accounting I
 BUS (0204) 162 Introduction to Business
 ECA (0203) 111 The Price System

Second Semester (15 credits):

General Education Requirements
 ACC (0201) 102 Principles of Accounting II
 ECA 1(0203) 112 The National Economy
 MGT (0210) 262 Principles of Management

Sophomore Year*First Semester (16 credits):*

General Education Requirements
 BUS (0204) 267 Business Communications
 MTH (0144) 110 Pre-Calculus
 OPR (0207) 271 Information Technology and
 Applications (4 credits)

Second Semester (16 credits):

General Education Requirements
 BUS (0204) 252 Legal and Ethical
 Environment of Business
 MKT (0212) 280 Marketing
 OPR (0207) 272 Analytical and Statistical
 Modeling (4 credits)

Junior Year*First Semester (15 credits):*

General Education Requirements
 FIN (0209) 330 Managerial Finance
 MGT (0210) 366 Organizational Behavior
 One of the following:
 Dramatics, Beginning Acting, or Speech
 courses: PFA (0192) 108, PFA (0192) 109, SPE
 (0876) 110, or 112

Second Semester (15 credits):

General Education Requirements
 HRM (0208) 367 Management of Human
 Resources
 OPR (0207) 373 Management of Production/
 Operations
 MARKETING ELECTIVE
 MARKETING ELECTIVE

Senior Year*First Semester (15 credits):*

Liberal Arts Elective
 BUS (0204) 341 International Business
 BUS (0204) 461 Entrepreneurship
 MARKETING ELECTIVE
 MKT (0212) 481 Marketing Research

Second Semester (13 credits):

Liberal Arts Electives (4 credits)
 BUS (0204) 468 Business Policy and Strategy
 MARKETING ELECTIVE
 MKT (0212) 482 Marketing Strategy

MARKETING ELECTIVES (choose any 4 of the following courses):

- Advertising Management
- Direct Marketing and Sales Promotion
- Retail Management
- Sales Management
- Special Topics in Marketing

BACHELOR OF ARTS IN ECONOMICS

Degree Requirements

The economics major leads to the B.A. by successfully completing 120 credits of course work, consisting of 54 credits of General Education requirements and liberal arts, 15 credits of economic course requirements, 21 credits of economics electives including not more than 6 credits of cross-disciplinary electives, and 30 credits of free electives.

Plan of Study

Courses are 3 credits unless noted otherwise.

Required courses (12 credits)

ECA (0203) 111 The Price System
 ECA (0203) 112 The National Economy
 ECA (0203) 275 Microeconomic Analysis
 ECA (0203) 276 Macroeconomic Analysis

Capstone (3 credits)

ECA (0203) 444 Senior Seminar in Economics (to be taken in last semester)

Elective courses (21 credits which can include up to 6 credits of cross-disciplinary electives).

Choose seven courses from the following economics and cross-disciplinary courses:

ECA (0203) 214 History of Economic Thought
 ECA (0203) 215 Environmental Economics
 ECA (0203) 225 International Trade
 ECA (0203) 226 Economic Development
 ECA (0203) 231 Systems of Political Economy
 ECA (0203) 241 Industrial Organization
 ECA (0203) 251 Money and Banking
 ECA (0203) 252 Public Finance
 ECA (0203) 262 Labor and Public Policy
 ECA (0203) 305 Econometrics

Optional Cross-Disciplinary Electives (Maximum of 6 credits may be chosen)

MTH (0144) 113 Survey of Statistics

or

MTH (0144) 114 Statistics for Natural Sciences

MTH (0144) 141 Calculus I

or

MTH (0144) 142 Calculus II

POL (0158) 380 International Law and Organization

POL (0158) 385 International Political Economy

General Education Requirements, Liberal Arts Electives, and Free Electives
 (84 credits)

UNDERGRADUATE BUSINESS PROGRAMS OFFERED THROUGH ADELPHI'S UNIVERSITY COLLEGE

Adelphi's University College program is tailored to accommodate the needs of busy adults. Please see the University College section of the *Bulletin* for more information on the Bachelor of Science in Business degree and the Basic Certificate and Advanced Certificate in Accounting, or visit academics.adelphi.edu/universitycollege/degree/business.php

FIVE-YEAR BACHELOR/M.B.A. OPTION

Normally students with non-business undergraduate degree would need at least 2 years after the undergraduate program to earn an MBA. However, non-business majors (and business-majors) at Adelphi University may be able to complete the bachelor's and M.B.A. degrees in 5 years with an appropriate selection of business courses at the undergraduate level. Students may obtain information from the Business School Dean's Office, Hagedorn Hall, Room 121.

MINORS IN BUSINESS FOR NON-BUSINESS MAJORS

The School of Business also offers minors for **non-business** majors. These minors afford liberal arts and science majors the opportunity to explore various business disciplines on an intermediate level. **Course prerequisites, if any, must be met.** Currently the following minors are offered to non-business majors:

Business Minor

The minor consists of (*18 credits*) as follows:

ACC (0201) 101 Principles of Accounting I

BUS (0204) 341 International Business

FIN (0209) 330 Managerial Finance

MGT (0210) 262 Principles of Management

MGT (0210) 366 Organizational Behavior

MKT (0212) 280 Marketing

Note: MTH (0144) 110, ECA (0203) 111, ECA (0203) 112 are prerequisites to FIN (0209) 330 and BUS (0204) 341

Human Resource Management Minor

The minor consists of (*18 credits*) as follows:

BUS (0204) 162 Introduction to Business

HRM (0208) 367 Management of Human Resources

HRM (0208) 465 Effective Human Resources Policy

HRM (0208) 466 Compensation Management

or

HRM (0208) 468 Staffing, Recruitment, Selection and Training

MGT (0210) 262 Principles of Management

MGT (0210) 366 Organizational Behavior

Marketing Minor

The minor consists of (*18 credits*) as follows:

BUS (0204) 162 Introduction to Business
 MGT (0210) 262 Principles of Management
 MGT (0210) 366 Organizational Behavior
 MKT (0212) 280 Marketing
 MKT (0212) 382 Retail Management
 MKT (0212) 480 Advertising Management

In addition to the above, the School of Business also offers an economics minor for **all undergraduate** students. Students may select 18 credits of courses with the consent of an Economics faculty member.

ECA (0203) 111 The Price System
 ECA (0203) 112 The National Economy
 ECA (0203) XXX Electives (*12 credits*)

BUSINESS CLUSTERS FOR NON-BUSINESS MAJORS

The School of Business also offers business clusters for **non-business** majors. These clusters afford liberal arts and science majors the opportunity to explore the various business disciplines on an introductory level. **Course prerequisites, if any, must be met.** The clusters consist of four courses each as follows:

Introduction to Business Law

BUS (0204) 162 Introduction to Business
 MGT (0210) 262 Principles of Management
 BUS (0204) 250 Business Law I
 BUS (0204) 251 Business Law II

Introduction to Human Resource Management

BUS (0204) 162 Introduction to Business
 MGT (0210) 262 Principles of Management
 MGT (0210) 366 Organizational Behavior
 HRM (0208) 367 Management of Human Resources

Introduction to Accounting

BUS (0204) 162 Introduction to Business
 ACC (0201) 101 Principles of Accounting I
 ACC (0201) 102 Principles of Accounting II
 ACC (0201) 306 Financial Statement Analysis

Introduction to Finance

ACC (0201) 101 Principles of Accounting I
 BUS (0204) 162 Introduction to Business
 FIN (0209) 311 Financial Markets
 FIN (0209) 330 Managerial Finance

Introduction to Marketing

BUS (0204) 162 Introduction to Business
MGT (0210) 262 Principles of Management
MKT (0212) 280 Marketing
MKT (0212) 480 Advertising Management

Introduction to Information Technology

(13 credits)

BUS (0204) 162 Introduction to Business
MGT (0210) 262 Principles of Management
OPR (0207) 271 Information Technology and Applications *(4 credits)*
OPR (0207) 471 System Analysis and Design

Additional Information for Undergraduate Students

Policies and General Information

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.

Degree Audit

All students should access the DegreeWorks degree audit system 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.

Change of Major

A change to a major listed under the School of Business must be approved by the School. The student's record will be evaluated and a determination made that the student can 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 business faculty member 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 in a single independent study course in a given semester. The maximum number of independent study credits that may be taken by a business major is 9 credits. 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 unpaid, 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.

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 or more semesters 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. Students are requested to discuss the matter with the Director of Undergraduate Programs prior to submitting their petitions. Petitions should be addressed to the Academic Standards Committee and filed with the Business Undergraduate Programs Office.

Honors in Business***Dean's List***

To qualify for the Dean's List in a given semester, business students are required to have a GPA of 3.5 or higher and must have completed at least 12 credits during that semester.

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.

Beta Gamma Sigma — International Business Honor Society

Beta Gamma Sigma is the international honor society for schools accredited by AACSB International. It recognizes and rewards superior academic achievement and is limited to those undergraduate students who have junior status and have completed at least 30 credits at Adelphi with a GPA of 3.75 or higher. Membership advantages include the Student Leadership Forum, the Scholarship Program, Alumni Chapter Network and the Career Central Job Board.

Beta Alpha Psi — International Honor Society for Financial Information

Beta Alpha Psi is an honorary organization for financial information students and professionals. The primary objective is to encourage and give recognition to scholastic and professional excellence in the business information field. This includes promoting the study and practice of accounting, finance and information systems; providing opportunities for self-development, and service; and encouraging a sense of ethical, social, and public responsibility. Eligible students must attain a minimum commulative GPA of 3.5. They must also have earned at least 30 credits at Adelphi.

GRADUATE INFORMATION

Educational Strategy

The M.B.A. program is designed to serve middle-level professionals and others seeking advancement in management careers. To be able to perform with distinction in our global environment, today's managers must be intellectually well-rounded and have the capacity to understand and appreciate the impact of their decisions on society, and the role that society plays in forming their decisions. They must know how to communicate effectively and must possess a thorough understanding of the legal, environmental, technological, and social issues that affect an organization's operations. The program's foundation core, and required advanced core components integrate contemporary management issues and business fundamentals, thereby enabling students to acquire such knowledge and competencies. Students have the option of specializing in one of the traditional areas of management or pursuing a more general approach by spreading their advanced elective course of study over several functional areas.

THE MASTER OF BUSINESS ADMINISTRATION (M.B.A.) IN MANAGEMENT

Degree Requirements

The M.B.A. degree requires 33 credits of advanced core courses in business and specialization courses/business electives. Depending on a student's previous academic preparation and background, certain prerequisite and foundation core courses may be necessary. This flexibility is intended to accommodate students with varied academic backgrounds, including those who have already earned an advanced degree and are now seeking to earn a graduate business degree. The M.B.A. curriculum meets state, regional, and national accreditation standards.

The M.B.A. program has the following unified structure:

Foundation Core (Common Body of Knowledge) (24 credits)

The foundation core, or common body of knowledge component of courses, is designed to provide a solid foundation in each of the functional areas of business: economics, finance, legal and ethical environment, management, management information systems, marketing, and statistics. It also teaches the student to integrate material across the different disciplines. These courses are the "building blocks" for the more advanced courses. Depending on a student's prior academic preparation and background, some or all of the following foundation core courses may be required. For more information about possible waivers, please contact the Graduate Program Office at (516) 877-4670.

Courses are 3 credits unless noted otherwise.

BUS (0204) 551 Legal and Ethical Environment

ECA (0203) 520 Macroeconomics

ECA (0203) 521 Microeconomics

FIN (0209) 630 Corporate Finance I
 MGT (0210) 561 Management Theory/Organizational Behavior
 MKT (0212) 580 Marketing Management
 OPR (0207) 573 Management Information Systems
 OPR (0207) 670 Statistical Methods

Advanced Core including a Capstone Course (24 credits)

This component of the program examines 21st century management issues on a macro and global level, and is designed to enrich the student's professional and learning experience. These courses provide every student with the knowledge to compete in a global marketplace, as well as to manage and grow a global enterprise.

ACC (0201) 600 Accounting for Managerial Analysis
 BUS (0204) 662* Entrepreneurship/Intrapreneurship
 BUS (0204) 679 Strategic Management
 BUS (0204) 689 Persuasive Communication and Negotiation
 FIN (0209) 734 Building Shareholder Value through Competitive Analysis
 HRM (0208) 765* Developing World Class Human Resources
 MGT (0210) 666 Leadership and Innovation in Complex Systems
 MGT (0210) 770 Management of Technology
 OPR (0207) 678 Best Practices, Operations, and Total Quality Management

* Students must take either BUS (0204) 662 or HRM (0208) 765.

Specialization and Electives (9 credits)

Depending upon interests and career objectives, students can make the focus of their M.B.A. program as broad or as narrow as they wish. Those seeking a broader course of study can select from advanced elective courses that span the entire spectrum of the business curricula. Specialization is available to those whose interests lie in one of the more traditional management spheres. Students opting for a specialization choose their electives from a prescribed list of courses relating to that specific discipline. (See the list below)

Specializations for the M.B.A. in Management

To qualify for a specialization, select three courses from one of the following areas:

Accounting

This specialization is available only to students who have completed **at least 24 undergraduate credits** in accounting. For course selection, please consult with the Graduate Program Office at (516) 877-4670.

ACC (0201) 601 Financial Statement Analysis
 ACC (0201) 605 Tax Consequences of Financial Transactions
 ACC (0201) 703 Advanced Auditing
 ACC (0201) 704 Advanced Federal Taxation

ACC (0201) 706 Advanced Cost Accounting
ACC (0201) 707 Auditing and the Computer
ACC (0201) 708 Seminar in Accounting Theory

Finance

FIN (0209) 510 Securities Markets
FIN (0209) 634 Corporate Finance II
FIN (0209) 713 Seminar in Finance
FIN (0209) 737 Financial Theory and Practice
FIN (0209) 738 Investment Analysis
FIN (0209) 739 Portfolio Management
FIN (0209) 743 International Financial Management

Health Services Administration

HSA (0206) 770 Quality Management and Regulation in Healthcare
HSA (0206) 771 Hospital and Healthcare Policy and Management
HSA (0206) 775 Experiential Approach to Operations
HSA (0206) 776 Hospital and Healthcare Finance
HSA (0206) 778 Health Services Administration Internship
For course selection, please consult with the Graduate Program Office at (516) 877-4670.

Human Resource Management

HRM (0208) 764 Selecting for Organizational Excellence
HRM (0208) 765 Developing World Class Human Resources*
HRM (0208) 766 Performance Appraisal and Compensation Administration
HRM (0208) 767 Training and Career Development
MGT (0210) 791 Management Styles and Team Building
** If taken for the Advanced Core, these course credits cannot be applied toward specialization/elective requirements.*

Management

BUS (0204) 651 Future Trends in Management
BUS (0204) 653 Business Ethics International Perspectives
BUS (0204) 662 Entrepreneurship/Intrapreneurship*
MGT (0210) 650 Conflict Management
MGT (0210) 791 Management Styles and Team Building
** If taken for the Advanced Core, these course credits cannot be applied toward specialization/elective requirements.*

Management Information Systems

OPR (0207) 574 Information Systems Analysis and Design Methods
OPR (0207) 575 Database Management Systems
OPR (0207) 576 Data Communications

Marketing

MKT (0212) 680 Sales Promotion
MKT (0212) 780 Marketing Research

MKT (0212) 781 Sales Management
 MKT (0212) 782 Advertising Management
 MKT (0212) 785 New Product Management
 MKT (0212) 787 Consumer Behavior

Sport Management

SPM (0216) 633 Sport Marketing*
 SPM (0216) 634 Sport Alliances and Sponsorship
 SPM (0216) 644 Sport Economics
 SPM (0216) 645 Sport Licensing and Merchandising

* Sport Marketing is a prerequisite for both Sport Alliances and Sponsorship and Sport Licensing and Merchandising.

To ensure that all students possess the basic skills and abilities necessary for graduate business study, some students may need to take certain prerequisite courses (up to 9 credits) depending upon their academic preparation and background. For information about possible waivers from the following prerequisites, please contact the Graduate Program Office at (516) 877-4670.

ACC (0201) 500 Financial Accounting
 OPR (0207) 501 Computer Applications
 OPR (0207) 507 Mathematics for Managers

GOAL M.B.A. PROGRAM: Graduate Opportunity for Accelerated Learning

Applicants to the GOAL M.B.A. program must have a minimum of four years' managerial experience to be considered. The GOAL M.B.A. program offers busy managers a fast-track format in which to obtain their M.B.A. in 17 months. The program provides a balanced, diverse, and global orientation to business education. It emphasizes leadership, team building, analysis, and problem solving.

The GOAL M.B.A. requires 14 courses (42 credits), taken 2 courses per term of eight weeks, over seven terms. A cohort format is used for the entire program. Courses are held on Saturdays only, 8:00 a.m. to 5:00 p.m., on the Garden City campus. The first two Saturdays of the program are orientation modules covering environmental/organizational factors, economics, accounting, quantitative methods, and computer applications.

There will be at least eight hours of online instructional activities per course (as per program registration with NYSED in 2001).

Plan of Study

Courses are 3 credits unless noted otherwise.

Term 1:

MGT (0210) 666 Leadership and Innovation in Complex Systems
 MGT (0210) 791 Management Styles and Team Building

Term 2:

OPR (0207) 670 Statistical Methods

BUS (0204) 689 Persuasive Communication and Negotiation

Term 3:

OPR (0207) 573 Management Information Systems

ACC (0201) 600 Accounting for Managerial Analysis

Term 4:

HRM (0208) 765 Developing World Class Human Resources

FIN (0209) 630 Corporate Finance I

Term 5:

BUS (0204) 662 Entrepreneurship/Intrapreneurship

OPR (0207) 678 Best Practices, Operations, and Total Quality Management

Term 6:

FIN (0209) 734 Building Shareholder Value through Competitive Analysis

MGT (0210) 770 Management of Technology

Term 7:

BUS (0204) 679 Strategic Management

FIN (0209) 738 Investment Analysis

For more information about the GOAL M.B.A., please contact the Graduate Program Office at (516) 877-4670.

CERTIFICATE PROGRAMS

ADVANCED CERTIFICATE IN FINANCE *(15 credits)*

The graduate certificate in finance at Adelphi University is designed to offer opportunities to individuals who are interested in learning corporate finance and investment analysis and accomplishing professional growth. The certificate is designed primarily for those who have a bachelors degree in business and do not anticipate investing in a full MBA degree with finance specialization in the immediate future. For those with plans to pursue a graduate degree in business with a finance specialization at a later stage, twelve of the finance credits earned in the graduate certificate can be applied towards their MBA with Finance Specialization at Adelphi University. Students with a prior graduate degree in business without a specialization in finance as well as students with other prior academic background may also be interested in this certificate program. For those candidates with a prior degree in a non-business discipline, certain prerequisites may apply. For more information, please contact the Graduate Business Programs Office at 516-877-4670.

Federally Mandated Gainful Employment Disclosure

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at adelphi.edu/about/facts.php

Plan of Study (15 credits)

**Courses are 3 credits unless noted otherwise.*

FIN (0209) 630 Corporate Finance I
 FIN (0209) 634 Corporate Finance II
 FIN (0209) 738 Investment Analysis
 FIN (0209) 739 Portfolio Management
 FIN (0209) 743 International Financial Management

Each candidate for the certificate must complete all course requirements with a minimum cumulative GPA of 3.0. Students who have completed FIN (209) 630 at Adelphi within the prior five years, with a grade of B or higher, may apply the credits for that course to fulfill the course requirements for this certificate. Students who have taken undergraduate courses in corporate finance may request that the requirement for FIN (209) 630 be substituted with another graduate finance course elective.

ADVANCED CERTIFICATE IN HUMAN RESOURCE MANAGEMENT (15 credits)

American business and industry are becoming increasingly aware of the degree to which an organization's success depends on efficient and effective management of its employees. The Advanced Certificate in Human Resource Management has been designed to provide managers and human resource professionals with the knowledge, skills, and abilities to enhance their organizations' performance.

The Advanced Certificate in Human Resource Management (ACHR) is open to any student with a bachelor's degree or higher in any discipline. Please contact the Graduate Program Office at (516) 877-4670 for admission requirements.

Federally Mandated Gainful Employment Disclosure

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at adelphi.edu/about/facts.php

Plan of Study (15 credits)

Courses are 3 credits unless noted otherwise.

MGT (0210) 561 Management Theory and Organizational Behavior
 HRM (0208) 764 Selecting for Organizational Excellence
 HRM (0208) 765 Developing World Class Human Resources
 HRM (0208) 766 Performance Appraisal and Compensation Administration
 HRM (0208) 767 Training and Career Development

Each candidate for the ACHR must complete all course requirements with a minimum cumulative GPA of 3.0. Students who have taken MGT (0210) 561 or HRM (0208) 765 at Adelphi within the prior five years may apply the credits for those courses to fulfill

the requirements for the ACHR. Students who have taken undergraduate courses in organizational behavior or organizational theory may request that the requirement for MGT (0210) 561 be substituted with either BUS (0204) 689 Persuasive Communications & Negotiation or MGT (0210) 791 Management Styles & Team Building in its place.

For Graduate Students in Other Adelphi Programs

Effective human resource management can enhance organizational performance across industries and professions. The School of Business and other professional schools at Adelphi have developed a variety of programs that allow students who are enrolled in other professional schools to acquire human resource expertise.

School of Business: The courses in the ACHR are also open to students enrolled in the M.B.A. program at the School of Business. Students who want to receive the ACHR after completing the M.B.A. with HR specialization should contact the Graduate Program Office during their M.B.A. program to plan accordingly.

A student with a bachelor's degree, who completes the requirements for the ACHR, may apply some or all of the certificate credits towards the MBA requirements (if the student is accepted in the Adelphi MBA program).

School of Social Work: Students currently enrolled in the MSW program who are interested in earning the ACHR must apply to the School of Business prior to beginning the courses. If accepted, they may apply the credits for SWK (0404) 722 (Organization Context for Professional Practice) to fulfill the MGT (0210) 561 requirement.

Derner Institute of Advanced Psychological Studies: Students who are studying for the Master of Arts in General Psychology degree and take the five courses in Human Resource Management as part of their concentration in industrial-organizational psychology will receive the ACHR. For further information visit the Institute Web site at derner.adelphi.edu/graduate/masters/general.php

School of Nursing: Students who are studying for their Master of Science in Nursing Administration generally take two of the five courses required for the ACHR. For additional information, visit the School Web site at nursing.adelphi.edu/graduate/msna.php. Upon completion of their requirements for the Master of Science degree, they may apply for admission for the ACHR and be awarded the certificate after completing the three required additional courses.

Graduate Admissions

ADMISSION REQUIREMENTS

In addition to the requirements for University graduate admission, specified elsewhere in this *Bulletin*, all prospective graduate business students are required to submit:

- Graduate Management Admission Test (GMAT) results. Scores that are more than five years old are generally not accepted. (Test information and an application can be obtained at www.GMAC.com or www.MBA.com)

- Two letters of recommendation by persons (academic or professional) who are knowledgeable about the applicant's qualifications for graduate work.

Note: Full matriculation status will only be granted upon satisfactory fulfillment of all the admissions requirements for degree and certificate programs.

To ensure that your application is considered for the term you wish to enter as a fully accepted student, it is suggested that your application and supporting credentials be received by the following dates: fall semester—August 15; spring semester—December 15.

Additional Admission Requirements for International Students

In addition to the University and School of Business admissions requirements, international students must submit the following credentials:

- Certified English translations of all prior academic records of studies that have been conducted in non-English-speaking countries. Credentials must be certified and include all studies completed to date; grades or examination results; degrees, diplomas, or certificates earned; and length of the school year.
- A total score of 550 or better on the paper-based Test of English as a Foreign Language Exam (TOEFL), or 213 or better on the computer-based TOEFL, or 80 or better on the IBT TOEFL, or completion of Adelphi's Language Institute for English (L.I.F.E.) program level XII, unless there is a demonstrated competence while attending an American institution. (Information concerning the TOEFL exam is available from Educational Testing Service, Princeton, New Jersey 08540.)
- Declaration and certificate of finances. Applicants must file a financial affidavit before an I-20 form can be issued.

Application deadlines for international students are: fall semester—May 1; spring semester—November 1; Summer Sessions—March 1.

Admission for Other Applicants

Students Registered in Other Degree Programs at Adelphi: Graduate students officially registered in other divisions of the University may register for course work within the School of Business only if written permission from the appropriate dean, adviser, or chair is presented at the time of registration. The written permission must indicate that the course work taken within the School of Business will count toward degree requirements in the cognate program. Students registering on a continuing basis under the classification will be considered as visiting students within the School of Business.

Visiting Students: Graduate students officially registered in a business degree program at another accredited university may register for course work within the School of Business if written permission from their appropriate dean, chair, or program director is presented at registration.

Additional Information for Graduate Students

Scholastic Requirements

Students who are accepted into the M.B.A. program must maintain a 3.0 GPA while completing the course work. Failure to comply with the conditions of acceptance may result in probation and/or dismissal from the program.

Grading System

Each candidate for a master's degree must complete all graduate course requirements with a minimum GPA of 3.0 on a scale of 4.0. A student who fails to maintain a 3.0 cumulative GPA is placed on academic probation and is subject to possible dismissal. If the student has not withdrawn from a course, or has not completed the course requirements and made no arrangements with the instructor for an Incomplete, the instructor must issue the appropriate grade of A, B, C, D, or F.

Waiver And Substitution Policy

Depending upon the student's previous academic background, waivers or substitutions for certain courses may be granted, reducing the total number of overall credits needed to complete a degree program. The Office of the Dean and departmental chairpersons will advise as to whether the student qualifies for any course waivers or substitutions upon acceptance into a degree program. Waivers can only be petitioned for and granted during the first semester as a matriculated student in the School of Business.

Petitions should be addressed to the Academic Standards Committee of the School of Business and filed with the Office of the Dean of the School of Business. Students are requested to discuss the matter with a member of the dean's staff prior to submitting their petitions.

Proficiency Examinations

Students who do not meet the criteria to be considered for course waivers and substitutions may be granted permission to take a proficiency examination in prerequisite course requirements.

Transfer Credit Policy

A maximum of six graduate credits may be transferred to meet advanced courses provided they have been:

- Taken in an accredited graduate program
- Completed within the last five years prior to entering Adelphi University School of Business
- Completed with a grade of B or better

Graduation with Distinction

Graduate degrees are awarded with distinction to outstanding graduate students who have achieved a cumulative GPA of 3.9 or higher. The cumulative GPA is based only on graduate courses taken at Adelphi University School of Business.

Beta Gamma Sigma--International Business Honor Society

Beta Gamma Sigma is the international honor society for schools accredited by AACSB International. It recognizes and rewards superior academic achievement and is limited to students who have a GPA of 3.75 or higher and have completed at least one half of their graduate business program. Membership advantages include the Student Leadership Forum, the Scholarship Program, Alumni Chapter Network and the Career Central Job Board.

Additional Information For All School Of Business Students

Academic Advising

Faculty advisers and mentors are available for academic counseling through all our business programs. Students may meet with advisers from the time of first inquiry through graduation. Considering the individual's interests, desired area of specialization, and time constraints, the student and adviser together formulate a plan of study matching educational needs with the individual's career and professional goals.

Advisers/mentors schedule office hours at times convenient for their advisees. Extra hours of service are also added during each registration period. For all graduate students, advising is done through the Graduate Program Office.

Minimum Course Requirements At Adelphi University

A minimum of 30 credits in residence must be taken at Adelphi University for degree programs.

Career Counseling

The University's Center for Career Development offers help with career decisions, taking into account both the students' interests and education and their desired salary and career path. Whether you are an undergraduate or graduate student, an experienced professional seeking a career change, or someone returning to the work force, counselors will take the time to assess your interests and skills and help you make the right decision. Annual reports, recruiting brochures, and employment guides are available as handouts or on a lending basis.

The Center for Career Development also holds special receptions for employers and students, as well as career seminars on résumé writing and interviewing. These events are only part of an overall career strategy that the Center can put together for you.

Internships

Internships are available to qualified students. Students are placed in part-time positions corresponding to their field of study and earn academic credit by completing an independent study project with a faculty adviser.

See more information in the sections for Undergraduate and Graduate students.

VII.



RUTH S. AMMON SCHOOL OF EDUCATION

Ruth S. Ammon School of Education

Harvey Hall, Room 130

p – (516) 877-4080

f – (516) 877-4805

Jane Ashdown, *Dean*

ADMINISTRATION

education.adelphi.edu/about/administration.php

Emilia Zarco, *Associate Dean*

Patrice Armstrong-Leach, *Assistant Dean*

Corinne Donovan, *Director of Research and Evaluation*

FACULTY

education.adelphi.edu/faculty/index.php

Professors

Lucia Buttaro

Judith Cohen

Ronald S. Feingold

Robert Goldfarb

Florence L. Myers

Robert M. Otto

Michael O'Loughlin

Lawrence J. Raphael

Yula Serpanos

Devin Thornburg

Stephen Virgilio

Associate Professors

Srilata Bhattacharyya

Lyudmila A. Bryzzheva

Diane Caracciolo

Elizabeth de Freitas

Sarah Doolittle

Susan Eichenholtz

Jean Harris

Ellen Kowalski

Susan Lederer

Greg Letter

Robert Linné

Mara Manson

Patricia A. Marcellino

Carl Mirra

Anne Mungai

William J. Niles

Evelyn O'Connor

H. Robert Perez

Fran Redstone

Stephen S. Rubin

Elaine S. Sands

Janet R. Schoepflin

Diana Schwinge

Stanley Snegroff

Rita Verma

Laraine Wallowitz

Lori Berman Wolf

Assistant Professors

Dolapo Adeniji-Neill

Pavan J. Antony

Cindy Arroyo

Angela Beale-Tawfeeq

Tara Concannon-Gibney

Matthew Curinga

Robert Danielowich

Jenine DeMarzo

Barbrina Ertle

Renee Fabus

Eric Freedman

Anne Gibbone

Daryl Gordon

Tracy Hogan

Emily Kang

Valerie Karr

Reem Khamis-Dakwar

Kevin Mercier

Paul Rukavina

Stephen Shore

Shilpi Sinha

Dante Tawfeeq

Clinical Faculty

Daniel Bedard

Diane Feige

Anita Frey

MaryJean McCarthy

Dorothy Phalen

Visiting Faculty

Dana Battaglia

Lisa Minicozzi

Cynthia Proscia

Senior Adjunct Faculty

Felix Berman

Gary Goldenback

Carol Lynn Kearney

Michael Wagner

John Wygand

Adjunct Clinical Faculty

Leslie Edelman

Jean Geyer

Deanna Glassmann

Clara Goldberg

Terry Grace

Mary Lambert

For a listing of department chairs and directors, visit education.adelphi.edu/faculty

MISSION STATEMENT

As a scholarly community, we are committed to providing educational opportunities for professional growth at the Bachelor's, Master's, and Doctoral levels by creating authentic academic and field experiences, cultivating respect for the diverse populations we serve, embracing ethical practices, and preparing our students to become reflective change agents through research, collaboration and leadership.

Each department offers specific programs leading to undergraduate and graduate degrees. These departments offer a wide range of programs leading to certification in early childhood, elementary and secondary education, special education, TESOL and bilingual education, literacy, educational leadership and technology, physical and health education, and speech and communication disorders.

Some programs also offer advanced certificates for candidates seeking to extend their education. A number of programs offer community services that also are training opportunities for our candidates. For example, the Adult Fitness Program provides clinical training for Exercise Science and Pre-Physical Therapy students; the School's Hy Weinberg Center offers an array of diagnostic and treatment options for children and adults with communication disorders; the Reading Clinic offers diagnosis and intervention for children having difficulty developing literacy skills; the Early Childhood Learning Center offers exceptional experiences observing and studying pre-school children.

All programs in the Ammon School of Education are committed to ensuring 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 individuals, 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 and just.

Core Values

The Ammon School of Education and the departments 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**—Teachers, clinicians and school administrators must be scholars who value and engage in lifelong learning.
- **Reflective Practice**—We stress 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 our diverse communities.
- **Inclusive Community**—Our philosophy embraces community and collaboration.

- **Wellness**—Our conception of learning is holistic. Values and personal growth in the physical, mental, social, emotional, and spiritual domains should be nurtured.
- **Creativity and the Arts**—Creativity and vision are inherent in our conception of the education professional. The creative process allows us to reflect on our world as well as envision ways of making it more humane and just.

For more about these core values, please visit education.adelphi.edu/about/philosophy.php.

The Ruth S. Ammon School of Education is committed to:

- providing the highest quality of academic and clinical education as recognized by our national, regional and state accrediting bodies
- increasing quality experiences both within the classroom and in the field
- leading with integrity, and with respect for diverse individuals and special populations
- increasing collaboration among the faculty and with community partners
- supporting our students in recognizing and attending to societal needs through the development of leadership, technological and communication skills
- continuing the development of disciplinary and interdisciplinary advanced certification and doctoral degree programs
- conducting research and support professional development in order to enhance student learning

We also monitor all our candidates to insure that they are meeting our academic standards and that their professional behaviors are in keeping with the School's values and the highest expectations for educational and clinical professionals.

While each program within a 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 specific information regarding the assessments used in your department and program-at an orientation session or by meeting with an adviser.

DEPARTMENTS

Curriculum and Instruction

Organizationally, curriculum and instruction is an academic department, consisting of undergraduate art education; Scholar Teacher Education Program (STEP), an innovative five-year (B.A.,B.S./M.A., M.S.) teacher education program, and graduate programs leading to teaching credentials and advanced qualifications in educational leadership; art education; childhood education; early childhood education; bilingual/TESOL education; childhood special education; early childhood special education; adolescent special education, literacy and adolescent education (English, Science, Social Studies, Math, Spanish education).

Our courses and curricula reflect a respect for diversity, and a mission to prepare students to enter the education profession with pride, a commitment to scholarship, a shared wisdom of how students think and learn, and demonstrable skills and abilities. The department of curriculum and instruction consists of a dedicated community of scholars with a deep commitment to innovative scholarship and teaching.

The Ammon School of Education (and the Department of Curriculum and Instruction within it), advocates six core values: scholarship, reflective practice, social justice, inclusive community, wellness, and creativity and the arts. These core values are at the heart of our mission.

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 specific information regarding the assessments used in your program at an orientation session or by meeting with an adviser.

The programs in the Department of Curriculum and Instruction are registered with the New York State Department of Education to recommend initial and professional teacher certification in the certificate title for which the degree is offered. All candidates should apply for certification through Adelphi University in the semester during which they plan to complete graduation requirements.

Communication Sciences and Disorders

The Department of Communication Sciences and Disorders has programs at the undergraduate, graduate, and doctoral levels. The purpose of the undergraduate program in communication sciences and 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 graduate programs prepare students for professional licensure in New York State and certification by the American Speech-Language-Hearing Association. Optional coursework and practicum is available to fulfill NYS requirements for Teacher of Students with Speech and Language Disabilities (TSSLD) and its Bilingual Extension. The focus of the graduate curriculum is to foster professional behaviors and provide students with a strong understanding of the connections between the scientific bases of our disciplines and its clinical practices across the lifespan. We strive to prepare research-based clinicians who can assess and treat culturally and linguistically diverse people with communication disorders within our professional scope of practice.

Health Studies, Physical Education and Human Performance Sciences

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.

Degree and Specialization Offerings:

Community Health Promotion prepares community health promotion professionals that emphasizes education for the promotion of health and the prevention of disease. The program offers an MA and a Post Master's Certificate.

Exercise Science is the application of scientific principles to sport skills enhancement, training and conditioning programs, adult fitness, nutritional analysis, biomechanics, injury prevention, and rehabilitation. Tracks include Fitness specialization and Pre-physical Therapy and offers a BS and an MS.

Health Education prepares P-12 teachers to teach School Health Education and offers two tracks: the Graduate Alternative Teacher Education (GATE) Program for students without prior certification and an MA program for students who already have initial teacher certification in health education.

Physical Education prepares P-12 teachers to teach in the gymnasium environment and/or the health classroom. Students may specialize as coaches, teachers and adapted physical educators. B.S. and M.A. are offered and leads to Teacher Certification.

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. B.S. and M.S. are offered.

SCHOOL AND COMMUNITY PARTNERSHIPS

Harvey Hall - Room 111

JoAnn Cosentino, *Director*

p – (516) 877-4087

e – corsentino@adelphi.edu

The mission of the Office of School and Community Partnerships is to encourage and support our education professional candidates in their journey from participant observers to certified education professionals. Our goal is to work with our partner school districts to help each education professional candidate develop the skills, knowledge and dispositions

necessary to become a skilled professional dedicated to educating all students. For more information see the Web site for the Office of School and Community Partnerships: education.adelphi.edu/community/index.php

SUPERVISED CLINICAL EXPERIENCE FOR TEACHER EDUCATION

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 sections for individual programs. General requirements include a satisfactory health examination, a satisfactory speech and hearing evaluation, acceptable academic qualifications, and satisfactory faculty recommendations. Students will be cleared for student teaching by their program director.

To determine what tests are needed for your certification area, please view the following link: education.adelphi.edu/studentteaching/certification/examreq.php

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.

Adelphi Model Program

The Ammon School of Education offers Adelphi graduate teacher candidates a two-semester participant observation/student teaching program. Candidates have the opportunity to observe and participate in classroom activities during the fall semester and begin their student teaching experience during the spring semester. They are assigned to K–12 schools that have developed a partnership with Adelphi University and meet with a University liaison at their school sites each week. Students must have an over-all index of 3.0 to be eligible for the program and engage in an interview as part of the acceptance process.

Applications for the Adelphi Model Program must be filed by March 1 of the semester prior to the fall term in which the candidate will begin this two-semester program. Please consult the director of School and Community Partnerships for further information. For more information go to: education.adelphi.edu/community/index.php#model

CENTERS and INSTITUTES**The Alice Brown Early Learning Center***Early Learning Center Building*Laura Ludlam, *Director*

p – (516) 877-3907

f – (516)-877-3084

e – ludlam@adelphi.edu

The Early Learning Center offers full and part-time childcare and education for children between the ages of 18 months and five. Situated on Adelphi's Garden City campus, the program operates under the auspices of the Ruth S. Ammon School of Education and provides a developmentally appropriate curriculum through kindergarten. For more information see the Web site for the Early Learning Center: www.adelphi.edu/elc

The Manhattan Center for Education*75 Varick Street, Second Floor, New York, NY 10013*Christopher Church, *Director*

p – (212) 965-8340, ext. 8351

e – church@adelphi.edu

The Manhattan Center for Education offers graduate level-programs for students to earn professional credentials or pursue advanced studies in teaching and leadership. We serve a diverse community, with weekend classes tailored to meet the needs of the working adult student. For more information see the Web site for the Manhattan Center: [.adelphi.edu/manhattan/education.php](http://adelphi.edu/manhattan/education.php)

The Hy Weinberg Center for Communication Disorders*Hy Weinberg Center - Room 211A*Bonnie Soman, *Director*

p – (516) 877-4845

f – (516) 877-4865

e – soman@adelphi.edu

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. Students participate in supervised clinical experiences, observing and working with clients across the lifespan who present with a wide range of communication difficulties. These experiences include evaluation and treatment of speech, language, and hearing disorders. Students have the opportunity to participate in our innovative group therapy programs for toddlers, preschool-aged children, adolescents, and adults, including our social communication, aphasia, and caregiver groups. Additionally, students are provided with opportunities to observe or evaluate clients with auditory processing disorders, as well as assist the audiologist in the selection and fitting of hearing

aids. The Center's laboratories, containing instrumentation for the study of normal and disordered speech and hearing, enhance the quality of research, clinical education, and services provided. A video monitoring system enables students, clinical supervisors, and family members to observe clinical sessions. Student clinical education emphasizes the application of current theoretical principles and evidence-based practice to the administration of clinical procedures.

The Institute for Parenting

Linen Hall, Room 11

Marcy Safyer, *Director*

p – (516) 877-3060

e – msafyer@adelphi.edu

The Parenting Institute was established to help ensure the health and well-being of young children and developing families by supporting and enhancing parental capacity to provide nurturing, healthy, and developmentally appropriate environments. The Institute provides parents, educators, service providers, and students with training, education, service, and research within a culturally sensitive framework. For more information see the Web site for the Institute for Parenting: adelphi.edu/parentinginstitute/

The Literacy Center

Chapman Hall, Lower Level, Room 1

Mary Ellen Rafferty, *Director*

p – (516) 877-4414

e – rafferty@adelphi.edu

Adelphi's Literacy Center provides candidates in the Master's in Literacy and the Post-Master's Certificate in Literacy programs with the opportunity to work with students on campus and in neighboring public schools. Under faculty supervision, candidates will access and instruct students from the community who are experiencing literacy difficulties. One or two semesters of practicum are required for New York State certification as a Literacy Specialist depending on the area of certification sought.

Additional Information for All Students in the School of Education

New York State Certification Requirements

Janet Drummond, *Director of Certification and Student Records*

Candidates completing Adelphi University's New York State registered teacher education program should apply for certification through Adelphi University using the "New York State Application via Institutional Recommendation – Online Process" form. Applications for certification are completed during your final semester leading to graduation. The certification application can be obtained through the Ruth S. Ammon School of Education offices, the Office of the Registrar, Levermore Hall, lower level, or can be downloaded from the Adelphi Ruth S. Ammon School of Education Web site.

All teacher certification candidates recommended by Adelphi University for New York State teacher certification must successfully complete the degree program requirements, including any deficiencies in the liberal arts and sciences and/or content area, and student teaching. New York State requires training in Identification and Reporting of Suspected Child Abuse training in School Violence Prevention and Intervention; and if applicable, Training in the Needs of Children with Autism; in accordance with section 3004 of the Education Law. Candidates must complete the Health Preparation for Teachers or the equivalent at Adelphi University or submit documented proof of fulfillment of the required seminars in order to satisfy the New York State mandate. All teacher certification candidates must take and pass the New York State Teachers Certification Examinations (NYSTCE) required for their particular area of certification.

Effective September 1, 2011, all teacher certification candidates are required to take a three (3) credit course to develop the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum. Coursework fulfilling this mandate will be provided through faculty advisement.

Additional certification information regarding deadlines, certification tests, fingerprinting, certification process and frequently asked questions may be found on the Ruth S. Ammon School of Education Web site at education.adelphi.edu/studentteaching/certification/index.php

Please note:

***Although you may already hold valid certification in another teaching area, the necessary parts of the NYSTCE are now required for all applicants seeking certification in an additional area.*

***New York Education Law now permits individuals with INS Permanent Residence Status to qualify for a permanent/professional teacher certificate. For the most updated requirements, you may contact the New York State Education Department at nysed.gov/tcert/homepage.htm*

***New York State Teacher Certification Examination (NYSTCE) registration is now processed online. You may obtain general information concerning preparation for tests, test registration, registering for alternative testing arrangements, dates of tests, request for score reports and forms may now be done online at nystce.nesinc.com*

Academic Advisement : Curriculum and Instruction

Mary Botta, *Director, Academic Advisement*

Curriculum and Instruction advisors are available for academic counseling throughout the year. Upon acceptance as a degree candidate to the master's program, all students are assigned an academic advisor who will assist in planning the student's program of study, approve courses, and generally inform the student of degree requirements, academic policies, and regulations. The assigned advisor generally remains the student's advisor throughout the program of study. Candidates may meet with an academic advisor from their first inquiry through graduation. Academic advisement is available midweek during the day and evening for our Garden City campus students. In addition, advisement is

available midweek, as well as Saturday and Sunday for those students who attend our weekend program at Adelphi's Manhattan Center. It is the candidate's responsibility to arrange advising appointments during scheduled office hours. Extra office hours are added during each registration period.

Independent Study

Approval for independent study can be granted by the Dean of the Ruth S. Ammon School of Education.

Waiver of Academic Regulations

Students in the School of Education may petition the Dean of the School for the waiver of an academic regulation of the Ammon School of Education.

Regional Labor Market

Students are advised to go to the New York State Department of Labor Web site (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.

Expenses and Financial Aid

Go to ecampus.adelphi.edu/sfs

PROGRAMS OF STUDY

UNDERGRADUATE PROGRAMS

Department of Curriculum and Instruction

Scholar Teacher Education Program (STEP) – with undergraduate major in Liberal Arts

Bachelor of Arts or Bachelor of Science combined with Master of Arts in Childhood Education

Bachelor of Arts or Bachelor of Science combined with Master of Arts in Adolescent Education (Math, Science, English, Social Studies, Spanish Language)

Bachelor of Arts in Art Education

Bachelor of Science in Music Education

Communication Sciences and Disorders

Bachelor of Arts in Communication Sciences and Disorders

Health Studies, Physical Education and Human Performance Sciences

Health Studies and Physical Education

Dual Certification: Bachelor of Science in Physical Education and Health Education

Physical Education

Bachelor of Science in Physical Education (certification track)

Bachelor of Science in Physical Education (non-certification track)

Exercise Science

Bachelor of Science in Exercise Science

Pre-Physical Therapy

Joint Degree Program in Physical Therapy

Bachelor of Science in Sport Management

Minors in Exercise Science, Health Education, Physical Education, and Sport Management

GRADUATE PROGRAMS

Department of Curriculum and Instruction

Programs in Early Childhood, Childhood, and Adolescence Education

Master of Arts in Early Childhood Education (*pre-certification, in-service*)

Master of Arts in Childhood Education (*pre-certification*)

Master of Arts in Adolescent Education

(English, Mathematics, Social Studies, Science)

Program in Art Education

Master of Arts in Art Education

Programs in Literacy

Master of Science in Literacy Education

Programs in Educational Leadership and Technology

Master of Arts in Educational Leadership

Programs in Bilingual Education and ESL

Master of Arts in TESOL (*non-certification track or certification track*)

Master of Science in Bilingual Childhood Special Education in Inclusive Settings

(pre-service and in-service)

Master of Science in Bilingual Childhood Special Education in Inclusive Settings:
Alternative Certification – Transitional B

Programs in Special Education

Master of Science in Early Childhood Special Education Dual Certification (*pre-service and in-service*)

Master of Science in Early Childhood Special Education Single Certification (*in-service*)

Master of Science in Childhood Special Education (*in-service*)

Master of Science in Childhood Special Education Studies (*non-certification track*)

Master of Science in Childhood Special Education in Inclusive Settings – Dual
Certification (*pre-certification or in-service*)

Master of Science in Adolescence Students with Disabilities Inclusive Setting Dual
Generalist

Master of Science in Bilingual Childhood Special Education in Inclusive Settings
(*pre-service and in-service*)

Master of Science in Bilingual Childhood Special Education in Inclusive Settings:
Alternative Certification – Transitional B

Communication Sciences and Disorders

Master of Science in Communication Disorders

Specialization in Speech/Language Pathology

Doctor of Arts in Communication Disorders

Doctor of Audiology - A consortium program with Hofstra University and
St. John's University

Health Studies, Physical Education, and Human Performance Sciences

Health Studies

Master of Arts in School Health Education

Master of Arts in Community Health Promotion

Physical Education

Master of Arts in Physical Education (*leading to certification*) (GATE)

Master of Arts in Physical Education (*with prior certification*)

Teaching Physical Education

Teaching Adapted Physical Education

Exercise Science

Master of Science in Exercise Science

Sport Management

Master of Science in Sport Management

CERTIFICATE PROGRAMS

Department of Curriculum and Instruction

Literacy Advanced Certificate

Early Childhood Education Advanced Certificate, B-6, 6-12, B-12

Educational Leadership Advanced Certificates

School Building Leader (NYS Certificate)

School Building Leader (Non-Certificate)

School District Leader

Early Childhood Special Education Advanced Certificate

Childhood Special Education Advanced Certificate

Adolescence Students w/Disabilities 7-12 Generalist w/Extension

Bilingual / TESOL

TESOL Advanced Certificate Program

Intensive Teacher Institute Program (ITI-BE/BSE) in TESOL

Bilingual Education for Certified Teachers Advanced Certificate

Intensive Teacher Institute Program (ITI-BE/BSE) in Bilingual Education

Bilingual Extension for Teachers of Students with Speech and Language Disabilities (TSSLD) Advanced Certificate

Intensive Teacher Institute Program (ITI-BE/BSE) in Bilingual Education

Bilingual Extension for School Social Workers Post-Master's Certificate

Health Studies, Physical Education and Human Performance Sciences

Health Studies

Advanced Certificate Program in Community Health Promotion

Physical Education

Physical Education Certificate in Advanced Studies

Educational Leadership: School District Leader (Sport Management)

UNDERGRADUATE INFORMATION

Department of Curriculum and Instruction

Harvey Hall, Room 234

Anne Mungai, *Chair*

p – (516) 877-4096

f – (516) 877-4097

e – mungai@adelphi.edu

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 Scholar 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.

SCHOLAR TEACHER EDUCATION PROGRAM (STEP): BACHELOR OF ARTS OR BACHELOR OF SCIENCE COMBINED WITH A MASTER OF ARTS

Harvey Hall, Room 126

Carolyn Phillips, *Director*

p – (516) 877-4067

f – (516) 877-4097

e – phillips@adelphi.edu

The Scholar 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 1500 or higher
- Transfer students: minimum 2.75 GPA

STEP CHILDHOOD EDUCATION MINOR (Grades 1-6) (35 credits in education)

To be taken in conjunction with a liberal arts major

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.

NEW YORK STATE REQUIREMENTS - FOREIGN LANGUAGE

1. Two semesters (6 credits) at Level I and II; or
 2. Two different languages (6 credits); or
 3. One semester (3 credits of Level III or above)
- * These requirements can be waived with a passing score on High School Regents Exam
 ** American Sign Language is acceptable

COLLEGE OF LIBERAL ARTS & SCIENCES FOREIGN LANGUAGE REQUIREMENTS

Additional foreign language requirements may be necessary for students seeking a Bachelor of Arts degree. Students admitted to STEP must consult with the liberal arts advisor.

Plan of Study

Courses are 3 credits unless noted otherwise.

Freshman Year (1 credit):

EST (0836) 102 Orientation Seminar (1 credit)

Sophomore Year (6 credits):

Fall 3 credits

EST (0836) 221 Child Development (Birth to Grade 6)

or

PIA (0501) 115 Developmental Psychology (Pre-requisite PIA (0501) 101)

Spring 3 credits

EST (0836) 302 Perspectives on Learning and Teaching

or

EST (0836) 310 Sociolinguistic Perspectives in Childhood Education

Junior Year (12 credits):

Fall 6 credits

EST (0836) 305 Child with Special Needs (25 field hours)

EST (0836) 304 Community, School, and Society

Spring 6 credits

EST (0836) 306 Student Assessment

EST (0836) 307 Introduction to Philosophy of Education

Senior Year (16 credits):*Fall 8 credits*

EST (0836) 401 Approaches to Literacy in Childhood Education (4 credits)

EST (0836) 402 Social Studies and Critical Literacies in Childhood Education (50 blocked field hours) (4 credits)

Spring 8 credits

EST (0836) 403 Teaching and Learning Mathematics (4 credits)

EST (0836) 404 Teaching and Learning Science (50 blocked field hours) (4 credits)

Fifth Year (33 credits):*Summer 9 credits*

ECH (0807) 595 Child Literacies: Literature, Culture, and the Arts

EST (0836) 574 Teaching and Learning Aesthetics

or

EAR (0803) 500 Exploring the Arts Institute

Graduate Education Elective (*under advisement*)*Fall 12 credits*

EDS (0805) 825 Masters Seminar: Inquiry in Teaching and Learning

HED (0834) 571 Health Issues for Elementary School Educators

xxxx-xxx Graduate Education Elective (*under advisement*)

xxxx-xxx Graduate Elective

Spring 12 credits

EST (0836) 604 Classroom Management Strategies for Childhood Educators (3 credits)

ECH (0807) 502 Reflective Practice Seminar in Childhood Education (3 credits)

ECH (0807) 820 Student Teaching in Childhood Education Pre-Certification (6 credits)

STEP ADOLESCENT EDUCATION MINOR (Grades 7-12) (25-28 credits)*To be taken in conjunction with a liberal arts major*

Students in the STEP Adolescent Education sequence must major in one of the liberal arts and sciences appropriate to their content specialty and complete the University General Education requirements.

Students selecting the minor in adolescent 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, U.S. history, world history, and a course each in economics, political science, sociology and psychology.

- Language Instruction in Spanish: major in Spanish

Plan of Study

Courses are 3 credits unless noted otherwise. Note that some courses require 25 or 50 hours of fieldwork in an assigned middle/high school setting.

Freshman Year (1 credit):

EST (0836) 102 STEP Orientation Seminar (1 credit)

Sophomore Year (6-9 credits):

Fall (3-6 credits)

PIA (0501) 116 Adolescent Psychology (Pre-requisite PIA (0501) 101,
or

EST (0836) 222 Adolescent Development

ENG (0122) 202 Structure of Modern English (*English Majors Only*)

Spring (3 credits)

EST (0836) 311 Sociolinguistic Perspectives in Adolescence Education

Junior Year (9 credits):

Fall (3 credits)

EST (0836) 304 Community, School, and Society

Spring (6 credits)

EDO (0809) 595 Youth Literacies: Literature, Culture, and the Arts (*English, Social Studies and Language Majors*)

or

EDO (0809) 594 Critical Literacy of Mathematics and Science Education (*Math and Science Majors*)

EST (0836) 307 Introduction to Philosophy of Education

Senior Year (9 credits):

Fall (3 credits)

Select One:

EDO (0809) 596 Inquiry and Expression: Literacy Across the Curriculum: Humanities (*English, Social Studies and Language Majors*)

EDO (0809) 597 Inquiry and Expression: Literacy Across the Curriculum: Math and Science (*Math and Science Majors*)

Spring (6 credits)

Choose one (*major related*):

EDO (0809) 513 Instruction and Assessment in Mathematics Education (*25 field hours*)

EDO (0809) 517 Instruction and Assessment in Science Education (*25 field hours*)

EDO (0809) 518 Instruction and Assessment in Social Studies Education (*25 field hours*)

EDO (0809) 519 Instruction and Assessment in Spanish Language Education (*25 field hours*)

EST (0836) 580 Service Learning and Composition (English majors only, others by permission) (*25 field hours*)

and

EEC (0810) 560 Managing Inclusive Environments (*25 field hours*)

Total spring field hours = 50-hour block.

Fifth Year (33 credits):*Summer (9 credits)*

EST (0836) 574 Teaching and Learning Aesthetics

or

EAR (0803) 500 Exploring the Arts Elective

HED (0834) 607 Health Promotion for Children and Adolescents

Graduate Elective: under advisement

Fall (12 credits)

EDO (0809) 860 Masters Seminar: Inquiry in Teaching and Learning

Choose one (*major related*):

EDO (0809) 511 Instruction and Assessment in English Education (*25 field hours*)

EDO (0809) 613 Secondary Mathematics Content, Pedagogy and Assessment: Learning from Master Teachers (*50 field hours*)

EDO (0809) 617 Secondary Science Content, Pedagogy and Assessment: Learning from Master Teachers (*50 field hours*)

EDO (0809) 618 Secondary Social Studies Content, Pedagogy and Assessment Learning from Master Teachers (*50 field hours*)

EDO (0809) 619 Special Methods and Materials of Spanish Language Instruction (*50 field hours*)

Choose one (*major related*):

EDO (0809) 611 Teaching Writing in the Secondary School (*English majors*) (*25 field hours*)

Graduate Elective in Math, Science, or Social Studies (*under advisement*)

Graduate Elective (*under advisement*)

Spring (12 credits)

EDO (0809) 503 Reflective Practice Seminar in Adolescent Education

EDO (0809) 820 Student Teaching in Adolescent Education: Pre-Certification (*6 credits*)

Graduate Education Elective

NEW YORK STATE REQUIREMENTS - FOREIGN LANGUAGE

1. Two semesters (6 credits) at Level I and II; or
2. Two different languages (6 credits); or
3. One semester (3 credits of Level III or above)

* These requirements can be waived with a passing score on High School Regents Exam

** American Sign Language is acceptable

*COLLEGE OF LIBERAL ARTS & SCIENCES FOREIGN LANGUAGE REQUIREMENTS

Additional foreign language requirements may be necessary for students seeking a Bachelor of Arts degree. Students admitted to STEP must consult with the liberal arts advisor.

BACHELOR OF ARTS IN ART EDUCATION (Pre-K-12) (28 education credits; 65 art and art history)

Blodgett Hall, Room 320

Cindy Maguire, and Courtney Weida, *Advisors*

p – (516) 877-4049

f – (516) 877-4097

e – cmaguire@adelphi.edu

e – cweida@adelphi.edu

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:

Plan of Study

Courses are 3 credits unless noted otherwise.

Art Education Core (15 credits)

EAR (0803) 203 Introduction to Art Education

EAR (0803) 220 Artistic Development: Childhood through Adolescence

EAR (0803) 410 Instruction and Assessment in the Visual Arts

EAR (0803) 540 Student Teaching and Reflective Practice Seminar in Art Education (6 credits)

General Pedagogical Core (13 credits)

EST (0836) 221 Child Development (*Birth–Grade 6*)

or

EST (0836) 222 Processes of Learning II (*Grades 7–12*)

EST (0836) 304 Community, School and Society

EST (0836) 305 The Child with Special Needs

HED (0834) 610 Health Education Training for Teachers (*1 credit*)

ECH (0807) 595 Childhood Literacies: Literature, Culture, and the Arts

or

EDO (0809) 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 Visual Art). These tests are part of the NYSTCE (New York State Teacher Certification Examination).

Students must apply for student teaching (EAR (0803) 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:

EAR (0803) 220: *25 hours*

EAR (0803) 410: *50 hours*

EST (0836) 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.)

BACHELOR OF SCIENCE IN MUSIC EDUCATION

Performing Arts Center, Room 209

Georgia A. Newlin, *Program Director*

p – (516) 877-4119

f – (516) 877-4286

e – newlin@adelphi.edu

The Bachelor of Science in Music Education is a 4- and 5- year program that leads to Pre-K-12 Certification in Music from the New York State Education Department.

NOTE: Students must apply through the College of Arts and Sciences.

Our undergraduate program is unique in that there is a strong focus on Zoltán Kodály's ideals in all methods classes. Kodály's vision and philosophy have led to a music education pedagogy that emphasizes music literacy using authentic folk songs, traditional children's songs and games, classical masterworks, and world music. The methodology evolves from the sequential development of music skills, and is a singing-based curriculum that is underscored by the importance of active music making at the highest levels of musicianship by students of all ages.

The 4-year Bachelor's degree prepares students for careers as music teachers at the elementary and secondary levels in general, vocal, and instrumental music. The optional fifth year offers a collaborative course of study at the Zoltán Kodály Pedagogical Institute in Hungary, an internationally recognized centre of excellence. Through this one-year intensive program of study abroad, Adelphi music education majors can earn a Master of Arts in Kodály Music Pedagogy from the Kodály Pedagogical Institute of the Liszt Academy of Music.

The degree requirements are consistent with NASM and NCATE standards as well as the New York State Education Department requirements, and establish Adelphi University as a leading national undergraduate program in Music Education.

Requirements for the Major in Music Education (93 credits)

MUSIC FOUNDATION (49 credits)

Music Theory (MUA (0195))

MUA (0195) 110 Theory and Harmony I
 MUA (0195) 111 Theory and Harmony II
 MUA (0195) 112 Aural Skills and Musicianship I
 MUA (0195) 113 Aural Skills and Musicianship II
 MUA (0195) 114 Keyboard Proficiency I
 MUA (0195) 115 Keyboard Proficiency II
 MUA (0195) 135 Technology for Music Educators
 MUA (0195) 210 Theory and Harmony III
 MUA (0195) 211 Theory and Harmony IV
 MUA (0195) 212 Aural Skills and Musicianship III
 MUA (0195) 213 Aural Skills and Musicianship IV
 MUA (0195) 216 Keyboard Proficiency III
 MUA (0195) 217 Keyboard Proficiency IV
 MUA (0195) 413 Conducting & Orchestration

Choose one of the following:

MUA (0195) 414 Choral Conducting

or

MUA (0195) 416 Instrumental Conducting

Music History (MUH (0196))

MUH (0196) 123 Music History I
 MUH (0196) 220 Music History II
 MUH (0196) 223 Music History III

Music Ensembles (MUO (0197))

MUO (0197) 255 World Music Ensemble (two semesters)
 MUO (0197) 280 Improvisation Ensemble

Choose one of the following (eight semesters total):

MUO (0197) 140 Orchestra Performance I
 MUO (0197) 142 Choral Ensemble
 MUO (0197) 390 Band

Electives:

MUO (0197) 148 String Ensemble
 MUO (0197) 270 Flute Ensemble
 MUO (0197) 272 Jazz Ensemble
 MUO (0197) 273 Classical Guitar Ensemble
 MUO (0197) 274 Percussion Ensemble
 MUO (0197) 294 Chamber Music Ensemble
 MUO (0197) 389 Opera Workshop

MUSIC EDUCATION CORE (28 credits)**Music Education (MUE (0199))**

MUE (0199) 150 Introduction to Music Education
 MUE (0199) 171 Vocal Techniques for Music Educators
 MUE (0199) 250 Foundations of Music Education
 MUE (0199) 251 Music Education Methods I – Classroom Instruments (*25 field hours*)
 MUE (0199) 271 Group Instruction: Brass Lab
 MUE (0199) 272 Group Instruction: Woodwind Lab
 MUE (0199) 350 Music Education Methods II – Elementary (*25 field hours*)
 MUE (0199) 351 Music Education Methods III – Secondary (*25 field hours*)
 MUE (0199) 371 Group Instruction: String Lab
 MUE (0199) 372 Group Instruction: Percussion Lab
 MUE (0199) 380 Methods Ensemble (*required four times – once with each Group Instruction: Lab*)
 MUE (0199) 414 Music Education Methods IV – Diverse School Settings
 MUE (0832) 480 Student Teaching in Music Education
 MUE (0832) 490 Reflective Practice Seminar in Music Education

GENERAL PEDAGOGICAL CORE (16 credits)**Ruth S. Ammon School of Education**

ELY (0802) 301 Literacy for Music Educators
 HED (0834) 610 Health Prep for Teachers
 EST (0836) 302 Perspectives on Teaching and Learning
 EST (0836) 304 Community, Schools and Society
 EST (0836) 305 The Child with Special Needs (*25 field hours*)

Choose one of the following:

EST (0836) 221 Childhood Development – birth-grade 6

or

EST (0836) 222 Adolescent Development – grades 7-12

In order to be certified as an music 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 Music). These tests are part of the NYSTCE (New York State Teacher Certification Examination).

All students must fulfill the University General Education requirements. In addition, if not met through the General Education program, music education majors must complete 6 credits in a language other than English, unless waived by an adviser.

Department of Communication Sciences and Disorders

Hy Weinberg Center, Room 117A

Janet Schoepflin, *Chair*

p – (516) 877-3343

f – (516) 877-4783

e – schoepfl@adelphi.edu

Susan Hendler Lederer, *Undergraduate Program Director*

Hy Weinberg Center, Room 123

p – (516) 877-4781

f – (516) 877-4783

e – lederer@adelphi.edu

The undergraduate program in the Department of Communication Sciences and Disorders provides students with pre-professional preparation for careers in speech-language pathology and audiology. In addition to preparing students for graduate study in communication disorders, this program provides a strong foundation for careers in education, psychology, and the allied health professions. A unique component of this program is that students are provided with hands-on clinical experience in speech language pathology and audiology.

Grade Requirements

Students must maintain a minimum overall GPA of 3.0. If a student's GPA falls below 3.0, the student will be placed on academic probation for one semester. If a 3.0 is not achieved by the end of the probationary semester, the student will be dismissed from the program. Grades of C (C-, C, C+) in any two courses within the first 21 credits of SPE courses or Linguistics 103 will result in dismissal from the major. Students who earn a second grade of C (C-, C, C+), after earning the first C within the first 21 credits, or two grades of C (C-, C, C+) between 22 and 45 credits of SPE (0876) courses or Linguistics 103, will be required to repeat the course(s) and earn (a) grade(s) of B- or better. No more than one C grade (C-, C, C+) in English Composition/SPE (0876) 201 will be permitted. If a second C grade (C-, C, C+) in English Composition/SPE (0876) 201 is obtained, the course must be retaken until a grade of B- or better is earned. A grade of D or F in any SPE (0876) course or Linguistics 103 will result in dismissal from the major.

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.

BACHELOR OF ARTS IN COMMUNICATION DISORDERS (*120 credits*)

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.

Plan of Study

Courses are 3 credits unless otherwise noted.

Speech Requirements (*48 credits*)

SPE (0876) 100 The Speech-Language and Hearing Professions

SPE (0876) 110 Oral Communication in the Professional World

or

SPE (0876) 112 Public Speaking

SPE (0876) 138 Sound and the Auditory Mechanism

SPE (0876) 140 Anatomy and Physiology of the Speech Mechanism

SPE (0876) 142 Phonetics

SPE (0876) 144 Development of Speech and Language

SPE (0876) 201 Scientific and Professional Writing in CSD

SPE (0876) 220 Introduction to Speech Science

SPE (0876) 350 Survey of Developmental Language Disorders

SPE (0876) 351 Survey of Speech Disorders

SPE (0876) 352 Clinical Audiology

SPE (0876) 353 Audiologic Rehabilitation

SPE (0876) 355 Introduction to the Clinical Process

SPE (0876) 356 Clinical Practice in Speech-Language Pathology (*2 credits*)

SPE (0876) 357 Clinical Practice in Audiology (*1 credit*)

SPE (0876) 400 Current Issues in Speech-Language Pathology and Audiology

SPE (0876) 410 Survey of Acquired Neurogenic Disorders

Interdepartmental Course Requirements (*28 credits*):

Required:

BIO (0105) 203 *or* BIO (0105) 204 Human Anatomy & Physiology I, II (select one) (*4 credits each*)

PIA (0501) 101 General Psychology

LIN (0142) 103 Descriptive and Historical Linguistics

ENG (0122) 107 Art and Craft of Writing

Physical Science Course (*choose one*)

Psychology/Child Development Course (*choose one*):

PIA (0501) 115 Developmental Psychology

PIA (0501) 116 Developmental Psychology—Adolescence

EST (0836) 221 Child Development

EST (0836) 222 Adolescent Development

Statistics Course (choose one):PIA (0501) 137 Psychological Statistics (*4 credits*)

MTH (0144) 113 Survey of Statistics

Related Elective (*choose 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 (0801) 304 Community, School, and Society

HED (0834) 610 Health Prep for Teachers (*1 credit*)

SPE (0876) 561 Speech Language Pathology in a School Setting

Bilingual Extension Certification

For 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.

Department of Health Studies, Physical Education and Human Performance Science

*Woodruff Hall, Room 168*Ronald Feingold, *Chair*

p – (516) 877-4764

f – (516) 877-4258

e – feingold@adelphi.edu

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 certification in teaching physical education. The department also offers dual certification in health and physical education. In addition, the department offers non-teaching majors including exercise science with pre-physical therapy and sport management. 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.

TEACHER CERTIFICATION:

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 should achieve the minimum grade C– or better in all professional courses.

DUAL CERTIFICATION: BACHELOR OF SCIENCE IN PHYSICAL EDUCATION AND HEALTH EDUCATION (73-98 credits)

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.

Plan of Study

Courses are 3 credits unless otherwise noted.

		Degree Requirements With NYS DUAL (PE & HE) Certification	Degree Requirements With NYS Health Certification	Degree Requirements Non Certificate
Physical Education Required Core Courses				
PED (0852) 100	Principles of Health & Physical Education	√	√	√
PED (0852) 167	First Aid and Injury Control	√	√	√
PED (0852) 315	Motor Development	√	√	√
PED (0852) 375	Social Issues in Physical Education & Sports	√	√	√
PED (0852) 380	Physical Education in the Elementary Schools	√		
PED (0852) 461	Kinesiology	√	√	√
PED (0852) 463	Physiology of Exercise	√	√	√
PED (0852) 469	Adapted Physical Education	√		
PED (0852) 470	Health and Fitness	√	√	√
PED (0852) 505	Professional Seminar	√		
PED (0852) 508	Technology of Health & Physical Education	√	√	√
	SUBTOTAL	33	24	24
Physical Education Practicum and Student Teaching				
PED (0852) 488	Practicum (4 cr)	√		
PED (0852) 536	Student Teaching (6 cr)	√		
	SUBTOTAL	10	0	0

Physical Education Skill Methodology Courses Required (9 credits)				
PED (0852) 210	Tumbling (2 credits)	√	Students can choose to take 9 more credits of Health courses instead of skill methodology courses	Students can choose to take 15 credits of Health or Physical Education electives instead of skill methodology courses
PED (0852) 237	Group Games (2 cr)	√		
PED (0852) 250	Lifetime Activities(2)	√		
PED (0852) 285	Rhythms (2 credits)	√		
PED (0852) 550	Project Adventure (1)	√		
Choice From 6 credits:				
PED (0852) 115	Team Handball (taken with Lacrosse)	√		
PED (0852) 230	Track (taken with Basketball)			
PED (0852) 242	Tennis (taken with Badminton)			
PED (0852) 263	Lacrosse (taken with Team Handball)			
PED (0852) 266	Soccer (taken with Volleyball)			
PED (0852) 268	Basketball (taken with Track)			
PED (0852) 269	Volleyball (taken with Soccer)			
	SUBTOTAL	15	9	15
Health Education Required Core Courses				
HED (0834) 372	Human Sexuality	√	√	√
HED (0834) 373	Essential of Healthy Living	√	√	√
HED (0834) 571	Health Issues for Elementary School Educators	√	√	√
HED (0834) 501	Dynamics of Substance Abuse	√	√	√
HED (0834) 504	Comprehensive Health Education for Secondary School Teachers	√	√	√
Health Electives	(6 credits)	√	√	√
PRE-REQUISITE Bio (0105) 203-204	Anatomy and Physiology (8 credits)	√	√	√
	SUBTOTAL	21	21	21

Health Education Student Teaching				
HED (0834) 488	Practicum (1 credit)	√	√	
HED (0834) 537	Student Teaching (3 credits)	√	√	
	SUBTOTAL	4	4	0
Professional Education (Pedagogical Core Courses)				
EST (0836) 221	Child Development (Birth to Grade 6) OR	√	√	
EST (0836) 222	Adolescent Development OR			
PIA (0501) 115	Developmental Psychology OR			
PIA (0501) 114	Lifespan Development			
EDU (0836) 304	Community, School and Society	√	√	
PED (0852) 340	Curriculum & Teaching	√	√	
PED (0852) 525	Curriculum & Methods in Physical Education	√	√	
ELY (0802) 530	Literacy for Physical and Health Educators	√	√	
Language Requirement		√	√	
NOTE: Teaching Students with Disabilities and Special Health Care Needs satisfied by PED (0852) 469 Adapted PE				
	SUBTOTAL	15	15	
GRAND TOTAL		98	73	

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION (120 credits)
Certification track (for students pursuing NYS PreK-12 certification)

Plan of Study

Courses are 3 credits unless otherwise noted.

Theoretical Foundations (44 credits)

PED (0852) 100 Principles of Health and Physical Education

PED (0852) 167 First Aid and Injury Control

PED (0852) 315 Motor Development

PED (0852) 340 Curriculum and Teaching in Physical Education

PED (0852) 375 Social Issues in Physical Education and Sport

PED (0852) 380 Physical Education in the Elementary School

PED (0852) 461 Kinesiology
 PED (0852) 463 Physiology of Exercise
 PED (0852) 469 Adapted Physical Education
 PED (0852) 470 Health and Fitness
 PED (0852) 488 Practicum I, II (*4 credits*)
 PED (0852) 505 Professional Seminar
 PED (0852) 508 Technology of Health and Physical Education
 PED (0852) 525 Curriculum and Methods in Physical Education
 PED (0852) 550 Workshop in Physical Education: Leadership: Violence Prevention

Physical Education Methodology (*15 credits*)

Courses are 1–2 credits each.

PES (0853) 100 Swimming
 PED (0852) 115 Team Handball Coach Wksp
 PED (0852) 210 Tumbling Methods
 PED (0852) 230 Track and Field Methods
 PED (0852) 237 Group Game Methods
 PED (0852) 242 Tennis Methods
 PED (0852) 244 Badminton Methods
 PED (0852) 250 Lifetime Activities
 PED (0852) 261 Field Hockey Methods
 PED (0852) 263 Lacrosse Methods
 PED (0852) 266 Soccer Methods
 PED (0852) 268 Basketball Methods
 PED (0852) 269 Volleyball Methods
 PED (0852) 550 Workshops in Physical Education: Project Adventure
 PED (0852) 581 Outdoor Education

Education Core (*18 credits*)

Choose one:

EST (0836) 221 Child Development (Birth– Grade 6)

or

EST (0836) 222 Adolescent Development

or

PIA (0501) 115 Developmental Psychology

and

EST (0836) 304 Community, School, and Society

PED (0852) 340 Curriculum and Teaching in Physical Education

PED (0852) 525 Curriculum and Methods in Physical Education

PED (0852) 536 Student Teaching in Physical Education (*6 credits*)

Biology (*8 credits*)

BIO (0105) 203, 204 Human Anatomy & Physiology I, II (*4 credits each*)

Other Courses (*6 credits*)

Literacy (*any course in methodology*)

Language

BACHELOR OF SCIENCE IN EXERCISE SCIENCE*Woodruff Hall, Lower Level*John Wygand, M.A., *Director*

p – (516) 877-4275

f – (516) 877-4258

e – wygand@adelphi.edu

The Department of Health Studies, Physical Education and Human Performance Science offers undergraduate programs which lead to career options, in exercise science. Specialized tracks in exercise science include fitness specialization, and pre-physical therapy. In addition to the University's General Education requirements, students seeking Exercise Science must complete 41 credits of Exercise Science Foundations, including a three credit practicum; 19 credits of Exercise Science electives and 32 additional elective credits. The Exercise Science Program prepares students for careers in strength and conditioning, exercise leadership and personal training. Many students continue on to their Master's Degree in Exercise Science. Courses include learning objectives for the American College of Sports Medicine, Health/Fitness Specialist Certification. The Pre-Physical Therapy track provides students who are interested in the application of exercise science to careers in allied health. These careers include, but are not limited to physical therapy, physician's assistant, nutrition and nursing. This program is designed so the student may fulfill prerequisite courses necessary for application to professional school programs, while studying exercise science. The course work is similar to the requirements of Exercise Science, with the addition of electives in the basic sciences, math and psychology. A Physical Therapy joint degree program in conjunction with New York Medical College is also available.

Plan of Study*Courses are 3 credits unless otherwise noted.***Exercise Science****First Year***Fall (15 credits)*

PED (0852) 100 Principles of Health and Physical Education

Freshman Seminar

Freshman Orientation

ENG (0122) 107 Art and Craft of Writing

Gen Ed (Humanities or Art)

Activity (2 credits)

Spring (15 credits)

PSY (0501) 101 General Psychology (Gen Ed Soc Sci)

PED (0852)167 First Aid and Injury Control

Gen Ed (Humanities or Art)

Gen Ed (2nd competency)

Elective

Second Year

Fall (15 credits)

BIO (0105) 203 Human Anatomy and Physiology I (Gen Ed Sci/Math) & BIO Lab

PED (0852) 375 Social Issues in Physical Education and Sports

Gen Ed (Hum or Art)

PED (0852) 288 Sports Medicine

PES (0853) 200 Special Topics: Physical Education Activity Elective (Personal Fitness)

Spring (15 credits)

BIO (0105) 204 Human Anatomy and Physiology II (Gen Ed Sci/Math) & BIO Lab

Gen Ed (Hum or Art)

PED (0852) 461 Kinesiology

HED (0834) 373 Essentials of Healthful Living

PES (0853) 225 Weight Training

PES (0853) 227 Intermediate Weight Training

Third Year

Fall (15 credits)

PED (0852) 463 Physiology of Exercise

PED (0852) 315 Motor Development

PED (0852) 472 Techniques of Athletic Training

Gen Ed (Social Science)

Elective

Spring (15 credits)

HED (0834) 506 Health and Nutrition

PED (0852) 470 Health and Fitness

PED (0852) 490 Special Topics: Advanced Athletic Training

Elective

Elective

Fourth Year

Fall (15 credits)

PED (0852) 550 Special Topics: Workshops in Physical Education

PED (0852) 492 Practicum, Teaching, Fitness, Leadership or Coaching

PED (0852) 564 Nutrition and Physical Activity

Elective

Exercise Science Elective

Spring (15 credits)

Exercise Science Elective

Exercise Science Elective

Exercise Science Elective

Exercise Science Elective

Elective

Exercise Science Electives:

PED (0852) 370 Aspects of Coaching
 PED (0852) 442 Organization & Administration Health Fitness Facilities
 PED (0852) 464 Clinical Training
 PED (0852) 490 Special Topics: Advanced Athletic Training
 PED (0852) 558 Neuromuscular Aspects of Human Performance
 PED (0852) 560 Clinical Aspects of Work Physiology
 PED (0852) 563 Adult Fitness Programming
 PED (0852) 565 Medical Aspects in Sport
 HED (0834) 375 Issues in Consumer Health
 HED (0834) 520 Special Topics: Health and Disease
 HED (0834) 601 Contemporary Health Issues
 HED (0834) 603 Mind/Body Dimensions in Health
 HED (0834) 650 Health and Cultural Diversity

Pre Physical Therapy and Allied Health Track**First Year**

Fall (14 credits)

PED (0852) 100 Principles of Health and Physical Education
 Freshman Seminar
 Freshman Orientation
 ENG (0122) 107 Art & Craft of Writing
 BIO (0105) 111 Biological Concepts and Methods I*

Spring (16 credits)

PSY (0501)101 General Psychology (Soc Science)*
 PED (0852) 167 First Aid and Injury Control
 Gen Ed (Humanities or Art)
 BIO (0105) 112 Biological Concepts and Methods II*
 MTH (0144)113 Survey of Statistics*

Second Year

Fall (15 credits)

BIO (0105) 203 Human Anatomy and Physiology I*
 PED (0852) 375 Social Issues in Physical Education & Sports
 Gen Ed (Humanities or Art)

PED (0852) 288 Sports Medicine
 PES (0853) 200 Special Topics: Physical Education Activity Elective (Personal Fitness)

Spring (16 credits)

BIO (0105) 204 Human Anatomy and Physiology II*
 Gen Ed (Hum or Art)
 PED (0852) 461 Kinesiology
 HED (0834) 373 Essentials of Healthful Living
 PED (0852) 315 Motor Development

Third Year*Fall (16 credits)*

CHE (0106)111 General Chemistry I*
 PED (0852) 463 Physiology of Exercise
 PSY (0501) 115 Developmental Psychology*
 PED (0852) 472 Techniques of Athletic Training
 Gen Ed (Humanities or Art)

Spring (14 credits)

CHE (0106) 112 General Chemistry II*
 HED (0834) 506 Health and Nutrition
 PED (0852) 470 Health and Fitness
 Exercise Science Elective
 PES (0853) Activity (1 credit)

Fourth Year*Fall (14 credits)*

PED (0852) 550 Special Topics: Workshops in Physical Education
 PED (0852) 492 Practicum, Teaching, Fitness, Leadership or Coaching
 PHY (0156) 111 College Physics I*
 PED (0852) 564 Nutrition and Physical Activity
 PES (0853) Activity (1 credit)

Spring (15 credits)

Exercise Science Elective
 Upper Division Biology (300 level)
 PHY (0156) 112 College Physics II*
 PES (0853) Activity (1 or 2 credits)
(If Biology = 4 credits, take a 1 credit activity)

***Required for admission to DPT Programs**

**Check individual programs for specific requirements that may be subtly different.
 Consult with advisor.**

Exercise Science Electives:

PED (0852) 370 Aspects of Coaching
 PED (0852) 442 Organization & Administration Health Fitness Facilities
 PED (0852) 464 Clinical Training
 PED (0852) 490 Special Topics: Advanced Athletic Training
 PED (0852) 558 Neuromuscular Aspects of Human Performance
 PED (0852) 560 Clinical Aspects of Work Physiology
 PED (0852) 563 Adult Fitness Programming
 PED (0852) 565 Medical Aspects of Sport

Joint Degree Program in Physical Therapy

Adelphi University and the New York Medical College in Valhalla, New York, offer a combined seven-year B.S./D.P.T. degree program in physical therapy. For more information, see the Pre-Professional Preparation section of this Bulletin.

BACHELOR OF SCIENCE IN SPORT MANAGEMENT

Woodruff Hall, Room 175

Gregory Letter, *Program Director*

p – (516) 877-4289

f – (516) 877-4258

e – letter@adelphi.edu

Besides teacher certification programs in health and physical education, the Department of Health Studies, Physical Education and Human Performance Science also offers undergraduate programs which do not lead to teacher certification but instead to alternative career options, including Sport Management. Specialized tracks in sport management include sport marketing and business and sport and media with communications. The program of study includes 28 credits in sport management foundation courses, fifteen additional credits in sport management electives, 12-24 credits in business and/or communication clusters or concentrations, in addition to 32 credits in general education and 21-37 additional electives as well as a practicum experience are required to complete the program. It should be noted that continuation in the program and to be eligible for practicum and field work experiences requires a 2.75 GPA.

Required Core Courses (*Required 28 credits*)

PED (0852) 100 Principles of Health and Physical Education

PED (0852) 205 Intro to Sports Management

PED (0852) 275 Intro. to Sport Marketing

PED (0852) 290 Technology in Health and Physical Education

PED (0852) 306 Event Sponsorship

PED (0852) 370 Aspects of Coaching

PED (0852) 375 Social Issues in Physical Education and Sports

PED (0852) 432 Sport Communication & Media Relations

PED (0852) 492 Practicum, Teaching, Fitness, Leadership, or Coaching (1–6 credits)

PED (0852) 550 S/T: Workshops in Physical Education (1 credit)

Specializations (*27 - 39 credits*) consists of sports management electives and specialization courses

- Sport Management Electives (15 credits)
- Specialization Courses (12-24 credits) from Business, Communications, Human Resource Management, Marketing, Finance, Accounting, Information Technology and Economics (Specialization courses are designed to facilitate attainment of a minor in the aforementioned academic programs by completing a minimum of 18 credits.

Note: *Sport Management students must attain a grade of C– or higher to be eligible for continuance, practicum, or enrollment into 500-level courses.*

PRACTICUM EXPERIENCES A highlight of the Sport Management program includes placement in a variety of internship or practicum experiences. In order to be eligible for these experiences, students must maintain a minimum of 2.75 GPA and 3.0 in their major.

MINORS IN HEALTH EDUCATION AND PHYSICAL EDUCATION (18–21 credits)
Students have an opportunity to select minors in health education, 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.

Additional Information: Undergraduate Programs

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).

GRADUATE INFORMATION

The Department of Curriculum and Instruction

Harvey Hall, Room 234

Anne Mungai, *Chair*

p – (516) 877-4096

f – (516) 877-4097

e – mungai@adelphi.edu

***Note:** Programs are accurate at the time of printing. However, as part of a process of ongoing self-evaluation, programs in the department of curriculum and instruction are subject to change. Please check with an adviser or refer to the Ruth S. Ammon School of Education's Web site academics.adelphi.edu/edu for updated information.*

Grading Policies

The following grading policies apply to all candidates enrolled in the department.

1. Students must maintain a B average. If a student receives a grade of C or less in a course, it must be counterbalanced with a grade of A. Upon receiving a grade of C or less, students will receive a letter of warning from the program director.
2. Any student who receives two grades of C+ or less during graduate work will be dismissed from the program.
3. Upon receiving a grade of C or less, students are responsible for notifying and arranging to meet with an adviser.

***Note:** The Ammon School of Education expects all candidates enrolled in eight-week-cycle courses to attend every session in order to receive course credit. Under extenuating circumstances, instructors may allow one excused absence.*

*Transfer Policy***Off-Campus Students**

All students who attend degree programs at off-campus sites must enroll in at least one required class at the Garden City campus to be in compliance with federal regulations governing off-campus programs.

THE MASTER OF ARTS IN EARLY CHILDHOOD EDUCATION**Birth–Grade 2 (30-41 credits)**

Harvey Hall, Room 232

Dori Phalen, *Program Director*

p – (516) 877-4025

f – (516) 877-4097

e – phalen2@adelphi.edu

The Early Childhood Education Program is committed to the growth and well being of children from birth to eight-years of age. The program is also dedicated to the professional education and personal development of early childhood education professionals who will use their moral purpose and vision to advocate for children. In guiding young children's learning and development, early childhood education professionals must sensitively interact with a diversity of populations: the young child, parents, guardians, paraprofessionals, community organizations, and others whose actions affect children. Moreover, they must meet the needs and demands of diverse communities and cultivate intellectually vital, socially just, and aesthetically rich individuals.

The Early Childhood Education Program envisions the teacher as a professional educator who understands the vulnerability of the early years and realizes the impact of these early experiences on later development and learning. The Early Childhood Education Program offers a course of study designed to engage education professionals in collaborative work that is interdisciplinary, and inquiry-based. In-class didactic experiences and activities, field-work placements and student teaching are all planned to increase candidate awareness and sensitivity to the development of children and to provide insight into the physical, social, emotional, cultural, intellectual and creative life of a child. In addition, differences of culture, language, ethnic background, gender and ability among children permeate every aspect of the curriculum. Candidates will cultivate their own practice by engaging in action research and reflective experiences, culminating with the articulation of a personal vision and ready to become contributors to the advancement of the field.

Candidates enrolled in the Early Childhood Program will compile a portfolio, which will be focused on discovery, insight, understanding, and application of major issues related to the field of early childhood. The portfolio will be developed on an on-going basis, starting the semester of enrollment and finishing it at the end of the program.

Program Overview

Three programs are offered in Early Childhood Education:

- **M.A. Pre-certification**, for students without prior initial certification in a teaching area (35–41 credits).

- **M.A. In-Service**, for students holding NYS initial teaching certification in an area other than Early Childhood Education (30–37 credits).
- **Certificate** is also available, see Certificates Advanced Certificate section.

MASTER OF ARTS IN EARLY CHILDHOOD EDUCATION PRE-CERTIFICATION

This track requires a minimum of 35 credits and a maximum of 41 credits. Six credits may be transferred without substitution based on prior coursework (undergraduate or graduate).

Plan of Study

Courses are three credits unless otherwise noted.

Fieldwork is required. Please see advisor.

Exploration Block (15 credits)

ELY (0802) 545 Children's Literature

EYC (0814) 650 Facing History: Roots of Early Childhood Education and Foundations for Practice

ECH (0807) 600 Childhood Development

EEC (0810) 600 Introduction to Special Education

EYC (0814) 655 Children's Play: A Source of Development and Learning

Synthesis Block (20 credits)

ELY (0802) 625 Approaches to Teaching Literacy in Childhood Education

EYC (0814) 710 Development of Mathematical Thinking in Young Children (2 credits)

EYC (0814) 720 Science and Technology in Early Childhood Education (2 credits)

EYC (0814) 665 Artistic and Creative Expression in Young Children (2 credits)

EYC (0814) 800 Field Experience and Classroom Management in Early Childhood Settings and Culminating Project (5 credits)

HED (0834) 610 Health Prep for Teachers (1 credit)

EYC (0814) 660 Assessment, Observation and Documentation in Early Childhood Settings (2 credits)

Intensives:

Choose a minimum of three one-credit intensives:

EYC (0814) 550 Special Topics

EYC (0814) 551 Speech and Language Development

EYC (0814) 552 The English Language Learner Student

EYC (0814) 553 The Gifted Child

EYC (0814) 555 Block Building

EYC (0814) 556 Sensory Learning

Reflection Block (6 credits)

EYC (0814) 820 Student Teaching in Early Childhood Settings (6 credits)

or

EYC (0814) 851 Student Teaching 1 and 2 in Early Childhood Settings for Uncertified

Early Childhood Teachers (6 credits) (fall or spring)

or

EYC (0814) 852 Student Teaching 1 and 2 in Early Childhood Settings for Uncertified

Early Childhood Teachers (6 credits) (summer)

MASTER OF ARTS IN EARLY CHILDHOOD EDUCATION: IN-SERVICE

This track requires a minimum of 30 credits and a maximum of 37 credits, depending upon waived courses.

Courses marked with an asterisk () may be transferred if appropriate coursework (graduate or undergraduate) is presented. Graduate course substitution will be required to meet the minimum of 30 credits.*

Plan of Study

Courses are three credits unless otherwise noted.

Fieldwork is required. Please see advisor.

Exploration Block (15 credits)

ELY (0802) 545* Children's Literature

EYC (0814) 650 Facing History: Roots of Early Childhood Education and Foundations for Practice

ECH (0807) 600 Childhood Development

EEC (0810) 600* Introduction to Special Education

EYC (0814) 655 Children's Play: A Source of Development and Learning

Synthesis Block (19 credits)

ELY (0802) 625* Approaches to Teaching Literacy in Childhood Education

EYC (0814) 710* Development of Mathematical Thinking in Young Children (2 credits)

EYC (0814) 720* Science and Technology in Early Childhood Education (2 credits)

EYC (0814) 665 Artistic and Creative Expression in Young Children (2 credits)

HED (0834) 610* Health Prep for Teachers (1 credit)

EYC (0814) 660 Assessment, Observation and Documentation in Early Childhood Settings (2 credits)

EYC (0814) 801 Field Experience and Classroom Management for Uncertified EC Teachers (4 credits)

Intensives:

Choose a minimum of three one-credit intensives.

EYC (0814) 551 Speech and Language Development

EYC (0814) 552 The English Language Learner Student

EYC (0814) 553 The Gifted Child

EYC (0814) 555 Block Building

EYC (0814) 556 Sensory Learning

EYC (0814) 550 Special Topics

Reflection Block (3 credits)

EYC (0814) 821 Practicum in Early Childhood Settings for Teachers Certified in Other Areas

or

EYC (0814) 822 Summer Practicum in Early Childhood Settings for Teachers Certified in Other Areas

THE MASTER OF ARTS IN CHILDHOOD EDUCATION, Grades 1-6
(Precertification Program) (40 credits)

Harvey Hall, Room 219

Srilata Bhattacharyya, *Program Director*

p – (516) 877-3129

f – (516) 877-4097

e – bhattacharyya@adelphi.edu

The Childhood Education Program at Adelphi University, committed to the growth and wellbeing of all children, is dedicated to the professional education and personal development of elementary teachers as advocates for children, possessed of moral purpose and vision. Through this endeavor, we embrace the ideal of working with education professionals, students, and other colleagues in league with our educational institutions to cultivate intellectually vital, socially just, aesthetically rich and compassionate communities in our universities, schools, towns, and cities. Through our program, we strive to build an inclusive, caring educational community aimed at “cultivating the humanity” of the whole person: engaging education professionals in scholarly study and open-minded inquiry, socially engaged praxis and community service, creative experimentation and artistic expression, as well as critical self-examination and contemplative practice. Teachers are encouraged and prepared, in this way, to attend faithfully to the well-being and growth of children by creating such communities with their own students, and engaging them, as well, in these practices.

The Childhood Education Program is guided by a shared understanding of what it means to be an education professional. Teachers are:

- Scholars committed to a life of study and inquiry, participating meaningfully in communities of study and inquiry;
- Agents for democratic social change, dedicated to the practice of freedom and work of justice;
- Open to possibilities, people of aesthetic sensibility, passion, and personal vision, embracing beauty and imaginative possibility in their work; and
- Self-aware people who know themselves and attend to their own growth through the practice of mindful and reflective self-examination.

The curriculum of the Childhood Education Program was designed to reflect this understanding of teaching and vision of education. It features:

- Teachers collaboratively engaging in scholarly study and open-minded inquiry through

course work that is interdisciplinary, multidisciplinary and inquiry-based.

- Teachers participating in socially engaged praxis and community service through a program that advances critical pedagogy and service learning within a school-community partnership model.
- Teachers exploring teaching as an art, requiring artistic expression and creative experimentation through direct engagement with the arts in arts-based classes, as well as direct experience with diverse teaching practices and possibilities via field-based courses in the pedagogical arts.
- Teachers cultivating their own character in a program that is student-centered, individualized through course work aimed at understanding oneself via autobiographical inquiry, critical self-examination and contemplative practice—engaging teachers in the reflective practice of their craft and the articulation of personal vision through their work.

***Note:** The M.A. in childhood education is a program for students who do not currently hold certification in childhood education. Upon application to the program, candidates' undergraduate transcripts will be evaluated for appropriate liberal arts course work required under New York State regulations and to meet national standards in the teaching area. Teacher candidates who have been admitted will receive by mail, from program advisers, a program of study with the results of this transcript review. Any deficient course work must be completed prior to the final student teaching semester. The Department of Curriculum and Instruction does not waive the student teaching requirement. In compliance with new New York State Department of Education regulations, this program requires a minimum of 125 hours of fieldwork in schools prior to student teaching. This program certifies teachers for grades 1–6. It does not meet State requirements for the new early childhood birth–grade 2 certificate. Candidates interested in the birth–grade 2 teaching certificate should enroll in our early childhood master's program.*

Overview of the Program

***Note:** The following course sequence is for candidates entering in the fall semester. See departmental adviser for sequence for students entering in spring or summer*

Plan of Study

Courses are three credits unless otherwise noted.

Childhood Core

***Note:** The first 12 credits below must be completed before Pedagogical Arts core is started.*

ECH (0807) 600 Childhood Development

ECH (0807) 601 School and Society

ECH (0807) 620 Assessment and Instruction in Childhood Education (*Elective Course*)

**Please see advisor for other elective course options*

ECH (0807) 652 Paradigms of Knowing

EEC (0810) 600 Introduction to Special Education

Health Studies

Take the following course:

HED (0834) 610 Health Prep for Teachers (1 credit)

Pedagogical Arts Core

ELY (0802) 625* Approaches to Teaching Literacy (25 hours fieldwork)

ECH (0807) 595 Child Literacies: Literature, Culture and the Arts

ECH (0807) 700* Social Studies and Critical Literacy (25 hours fieldwork)

*ELY (0802) 625 and ECH (0807) 700 should be taken together in one semester and require 50 hours of combined fieldwork.

ECH (0807) 710* Math and Technology in Childhood Education (25 hours fieldwork)

ECH (0807) 720* Science and Technology in Childhood Education (25 hours fieldwork)

ECH (0807) 710 and ECH (0807) 720 should be taken together in one semester and require 50 hours of combined fieldwork.

ECH (0807) 825 Master's Seminar: Inquiry in Teaching and Learning (*must be taken prior to student teaching*)

Note: Already NYS Certified classroom teachers are waived from student teaching and take a six-credit education elective in place of student teaching.

Student Teaching

STUDENT TEACHING IS FULL TIME MONDAY-FRIDAY 8AM - 3PM FOR 16 WEEKS

ECH (0807) 820 Student Teaching in Childhood Education (6 credits)

**THE MASTER OF ARTS PROGRAMS IN ENGLISH,
MATHEMATICS, SCIENCE AND SOCIAL STUDIES EDUCATION**
(34–37 credits)

Harvey Hall, Room 226

Robert Linne, *Program Director*

p – (516) 877-4411

f – (516) 877-4097

e – linne@adelphi.edu

Our view of adolescence, as well as teacher development, is holistic. That is, we believe values and personal growth should be nurtured as well as skills and knowledge in any formulation of curriculum. 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. Scholarship is also at the core of the craft of teaching. One can only help others learn if one values learning deeply and has attained a degree of mastery in the art of learning as well as an in depth knowledge of one's primary discipline. We recognize learning as a sociocultural dynamic rather than a simple accumulation of information and skills 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.

Four programs are offered in Adolescence Education: English, Mathematics, Science, and Social Studies. Candidates applying to this program are expected to have the appropriate

undergraduate preparation in their chosen discipline (a baccalaureate degree or equivalent). Candidates with an appropriate liberal arts background who are certified in areas other than Adolescent (secondary) Education may enroll in this program in order to earn a second certificate and fulfill the graduate degree requirement for professional certification in both areas. Upon application to the program, candidates' undergraduate transcripts will be evaluated for appropriate disciplinary and liberal arts course work required under New York State regulations. Any deficient course work must be completed prior to the final student teaching semester. Undergraduate course work in content area must be grades of "B" or better for candidates lacking major in content area. Candidates with major must have a 3.0 GPA in major. The Department of Curriculum and Instruction does not waive the student teaching requirement.

Candidates who currently hold certification in one of these 7–12 areas should enroll in a graduate program leading to certification in an area other than Adolescence Education in order to fulfill professional certification requirements for both areas.

Note: In compliance with NYSED regulations, this program requires a minimum of 100 hours of fieldwork in schools prior to student teaching. To meet this New York State requirement, some courses include 25 hours of fieldwork in schools.

MASTER OF ARTS IN ENGLISH EDUCATION (37 credits)

Alumnae Quad Annex 200, Room 231

Laraine Wallowitz, Associate Professor

p – (516) 877-4412

f – (516) 877-4097

e – wallowitz@adelphi.edu

Courses are 3 credits unless otherwise noted.

Plan of Study

Year One

Fall Semester

EDO (0809) 595 Youth Literacies: Literature, Culture, and the Arts

EDO (0809) 602 (Formerly (0809) 723) Foundations of Education: Adolescence

Graduate English Content Elective (*with advisor approval*)

Spring Semester

EAR (0803) 50x Exploring the Arts (*choose one with advisor*)

EDO (0809) 596 Inquiry and Expression: Literacy across the Curriculum: Humanities

EDO (0809) 603* The Adolescent Experience (*25 hours fieldwork*)

EEC (0810) 560* Managing Inclusive Environments: Adolescence (*25 hours fieldwork*)

*EDO (0809) 603 must be taken with 0810-560 for 50 hours combined fieldwork

Year Two*Fall Semester*

EDO (0809) 511 Instruction and Assessment in English Education (*50 hours fieldwork*)

EDO (0809) 723 Special Topics: Teaching Composition in the Secondary Schools

EDO (0809) 860 Masters Seminar in Adolescence Education (*choose one with advisor*)

HED (0834) 610 Health Prep for Teachers (1 credit)

Spring Semester

EDO (0809) 820 Student Teaching in Adolescence Education: Precertification (6 credits)

or

**For those with New York State Certification in another area:*

Graduate English Content or Education Elective (with advisor approval)

Additional Requirements for Program Completion/State Certification

- BA in-discipline or BA in another discipline and 30 credits in discipline, each course “B” or better
- Satisfactory completion of General Education courses, including a foreign language
- Maintenance of 3.0 GPA in all program coursework
- Passing scores on three required state certification exams (LAST, CST, ATS-W)

MASTER OF ART IN ENGLISH EDUCATION**With Dual Certification Track: English 7-12 and Theatre P-12**

Alumnae Quad Annex 200, Room 242

Diane Caracciolo, *Assistant Professor*

p – (516) 877-4099

f – (516) 877-4097

e – caraccio@adelphi.edu

An understanding of how creative drama and theatre strategies can enrich language arts instruction and engage adolescent learners is an important component of the Adelphi English Education program. We are now pleased to offer a dual certification track with a specific focus on educational theatre for prospective English teachers with a sufficient background in theatre arts. Applicants for the dual major in English and Theatre must have earned 30 credits in theatre arts in addition to the 30 credits in English already required for admission into the masters program. Students with fewer than 30 credits in theatre arts will be required to take additional course work as part of their program of study. Undergraduate transcripts will be screened for requisite coursework in both English and Theatre Arts upon admission to the program.

The course of study for the dual certification track requires one additional course—Creative Dramatics, Pre-K-6, which increases the single certificate program of study from 37 to 40 credits. Dual certificate candidates must complete an additional 50 hours of fieldwork in theatre arts in a Pre-K-6 and 7-12 setting, housed in two required courses. They must also take and pass the Content Specialty Test in Theatre in addition to the test in English. Upon graduation, successful applicants will be eligible for two initial New York State teaching certificates—English 7-12 and Theatre Pre-K-12 offering a broad range of exciting and creative teaching possibilities.

Courses are 3 credits unless otherwise noted.

Plan of Study

EAR (0803) 503 Exploring the Arts: Educational Theater, 7-12 *(25 additional hrs. fieldwork)*
 EAR (0803) 508 Exploring the Arts: Creative Dramatics, Pre-K-6 *(25 hours fieldwork)*
 EDO (0809) 602 Foundations of Education
 EDO (0809) 603 Adolescence Experience
 EDO (0809) 500 Teaching the Art of Shakespeare
 EDO (0809) 723 Teaching Composition
 EDO (0809) 595 Youth Literacies
 EEC (0810) 560 Managing Inclusive Environments
 EDO (0809) 596 Inquiry & Expression: Literacy Across the Content Areas
 EDO (0809) 511 Instruction & Assessment in English Education
 EDO (0809) 860 Masters Seminar in Adolescence Education
 EDO (0809) 820 Student Teaching in Adolescence Education (6 credits)
 HED (0834) 610 Health Prep for Teachers (1 cr.)

MASTER OF ARTS IN MATHEMATICS EDUCATION (37 credits)

Post Hall Annex 200, Room 8

Dante Tawfeeq, *Assistant Professor*

p – (516) 877-4581

f – (516) 877-4097

e – tawfeeq@adelphi.edu

or

Post Hall Annex 400, Room 7

Elizabeth de Freitas, *Associate Professor*

p – (516) 877-4194

f – (516) 877-4097

e – defreitas@adelphi.edu

Courses are 3 credits unless otherwise noted.

Plan of Study

Year One

Fall Semester

EDO (0809) 602 (Formerly (0809) 723) Foundations of Education: Adolescence

EDO (0809) 594 Critical Literacies in Mathematics and Science Education

Graduate Mathematics Content Elective *(with advisor approval)*

Spring Semester

EAR (0803) 50x Exploring the Arts *(choose one with advisor)*

EDO (0809) 513* Instruction and Assessment in Mathematics Education *(25 hours fieldwork)*

EDO (0809) 597 Inquiry and Expression: Literacy across the Curric: Math and Sciences

EDO (0809) 603* The Adolescent Experience *(25 hours fieldwork)*

0809-603 must be taken with 0809-513 for *50 hours combined fieldwork*

Year Two*Fall Semester*

EEC (0810) 560* Managing Inclusive Environments (25 hours fieldwork)

EDO (0809) 613* Secondary Mathematics Content, Pedagogy & Assessment: Learning from Master Teachers (25 hours fieldwork)

EDO (0809) 860 Masters Seminar in Adolescence Education: Current Issues in Math/Science

HED (0834) 610 Health Prep for Teachers (1 credit)

0810-560 must be taken with 0810-613 for 50 hours combined fieldwork

Spring Semester

EDO (0809) 820 Student Teaching in Adolescence Education: Precertification (6 credits)

or

*For those with New York State certification in another area: Graduate Content or Education Elective (with advisor approval)

Additional Requirements for Program Completion/State Certification

- BA in-discipline or BA in another discipline and 30 credits in-discipline, each course "B" or better
- Satisfactory completion of General Education courses, including a foreign language
- Maintenance of 3.0 GPA in all program coursework
- Passing scores on three required state certification exams (LAST, CST, ATS-W)

MASTER OF ARTS IN SOCIAL STUDIES EDUCATION (37 credits)

Alumnae Quad Annex 200, Room 243

Rita Verma, Assistant Professor

p – (516) 877-4017

f – (516) 877-4097

e – verma@adelphi.edu

Courses are 3 credits unless otherwise noted.

Plan of Study**Year One***Fall Semester*

EDO (0809) 595 Youth Literacies: Literature, Culture, and the Arts

EDO (0809) 602 (Formerly 0809 723) Foundations of Education: Adolescence

Graduate Social Studies Content Elective (with advisor approval)

Spring Semester

EAR (0803) 50x Exploring the Arts (choose one with advisor)

EDO (0809) 518* Instruction & Assessment in Social Studies Education (25 hours Fieldwork)

EDO (0809) 596 Inquiry and Expression Literacy Across the Curriculum: Humanities

EDO (0809) 603* The Adolescent Experience (25 hours fieldwork)

*0809-603 must be taken with 0809-518 for 50 hours combined fieldwork this semester.

Year Two*Fall Semester*

EEC (0810) 560* Managing Inclusive Environments: Adolescence (25 hours Fieldwork)

EDO (0809) 618* Secondary Social Studies Content, Pedagogy & Assessment (25 hours Fieldwork)

EDO (0809) 860 Masters Seminar in Adolescence Education (*choose one with advisor*)

HED (0834) 610 Health Prep for Teachers (1 credit)

*0806-560 must be taken with 0809-618 for 50 hours of combined fieldwork this semester.

Spring Semester

EDO (0809) 820 Student Teaching in Adolescence Education: Precertification (6 credits)
or

**For those with New York State certification in another area: Graduate Content or Education Elective (with advisor approval)*

Additional Requirements for Program Completion/State Certification

- BA in-discipline or BA in another discipline and 30 undergraduate credits in-discipline, each course “B” or better [courses must include history, geography, economics, government/political science, psychology, and sociology]
- Satisfactory completion of General Education courses, including a foreign language
- Maintenance of 3.0 GPA in all program coursework
- Passing scores on three required state certification exams (LAST, CST, ATS-W)

MASTER OF ARTS IN SCIENCE EDUCATION (Science (Biology, Chemistry, Physics, or Earth Science) (37 credits)

Harvey Hall, Room 237

Tracy Hogan, *Assistant Professor*

p – (516) 877-4019

f – (516) 877-4097

e – hogan@adelphi.edu

Post Hall Annex, Room 4

Robert Danielowich, *Assistant Professor*

p – (516) 877-8502

f – (516) 877-4097

e – rdanielowich@adelphi.edu

Courses are 3 credits unless otherwise noted.

Plan of Study**Year One***Fall Semester*

EDO (0809) 594 Critical Literacies in Mathematics and Science Education

EDO (0809) 602 (Formerly 0809 723) Foundations of Education: Adolescence

Graduate Science Content Elective (*with advisor approval*)

Spring Semester

EAR (0803) 50x Exploring the Arts (*choose one with advisor*)

EDO (0809) 517* Instruction and Assessment in Science Education (*25 hours fieldwork*)

EDO (0809) 597 Inquiry and Expression: Literacy across the Curric: Math and Sciences

EDO (0809) 603* The Adolescent Experience (*25 hours fieldwork*)

*0809-603 must be taken with 0809-517 for 50 hours combined fieldwork this semester.

Year Two

Fall Semester

EDO (0809) 617* Secondary Science Content & Pedagogy

EDO (0809) 860 Masters Seminar in Adolescence Education: (*choose one with Advisor*)

EEC (0810) 560* Managing Inclusive Environments: Adolescence (*25 hours fieldwork*)

HED (0834) 610 Health Prep for Teachers (*1 credit*)

*0810-560 must be taken with 0809-617 for 50 hours of combined fieldwork this semester

Spring Semester

EDO (0809) 820 Student Teaching in Adolescence Education: Precertification (6 credits)

or

**For those with New York State certification in another area. Graduate Content or Education Elective (with advisor approval)*

Additional Requirements for Program Completion/State Certification

- BA in-discipline or BA in another discipline and 30 credits in-discipline, each course “B” or better
- Satisfactory completion of General Education courses, including a foreign language
- Maintenance of 3.0 GPA in all program coursework
- Passing scores on three required state certification exams (LAST, CST, ATS-W)

THE MASTER OF ARTS IN ART EDUCATION (34–37 credits)

Blodgett Hall, Room 315

Courtney Weida, *Program Director*

p – (516) 877-4105

f – (516) 877-4097

e – cweida@adelphi.edu

Blodgett Hall, Room 320

Cindy Maguire

p – (516) 877-4049

f – (516) 877-4097

e – cmaguire@adelphi.edu

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 Adelphi 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, experiences and materials, appreciate the role the arts can play in opening cross cultural understandings, and maintain a lively commitment to their own artistic practice. The Adelphi program of study in art education includes foundational courses in art education philosophies and theories of learning and development in the visual arts. These major courses are supplemented by courses in child and youth literacies and classroom environment/management. Students also select from an array of studio and exploratory arts courses. Beyond the foundational courses and studio electives, students explore curriculum design and assessment, undertake small-scale art education research in the capstone masters seminar, and finally complete student teaching.

This is a program for candidates who do not currently hold certification in visual arts education. Qualified candidates certified in areas other than the visual arts may enroll in this program in order to earn a second certificate and fulfill the graduate degree requirement for professional (permanent) certification in both areas. Candidates applying to this program are expected to have an undergraduate major or the equivalent in the visual arts. Upon application to the program, candidates' undergraduate transcripts will be evaluated for appropriate visual arts and liberal arts course work required under New York State regulations. Any deficient course work must be completed prior to the final student teaching semester. The department of curriculum and instruction does not waive the student teaching requirement.

In addition to the application essay and two letters of recommendation, the graduate program in Art Education requires applicants to submit to the Office of Admissions a visual arts portfolio.

The portfolio should contain 15- 20 images demonstrating competence in one area of specialization, as well as breadth of studio experience in other media. Images should be submitted on a CD, with appropriate file names and a slide list indicating: Your name, Title (if applicable), Date, Size/Dimensions, and Medium. The portfolio will not be returned. Graduates from Adelphi's B.F.A. are waived from this admissions requirement. Recent graduates (2004 to the present) from Adelphi's B.A. in Art are also waived from the portfolio requirement. All candidates waived from the admissions portfolio requirement are expected to meet with an Art Education advisor during their first semester of graduate study to share their visual arts portfolio.

Candidates who currently hold visual arts certification should either enroll in a graduate program leading to certification in an area other than art education in order to fulfill professional (permanent) certification requirements for both areas or enroll in the M.A. in art, which also fulfills State regulations for professional (permanent) certification in art education. The M.A. in art is offered through the College of Arts and Sciences. Students are no longer required to attend a fall orientation.

Note 1: *In compliance with NYSED regulations, this program requires a minimum of 100 hours of fieldwork in schools prior to student teaching.*

Note 2: 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 Visual Art). These tests are part of the NYSTCE (New York State Teacher Certification Examination).

Note 3: Students must apply for student teaching by the following dates:

For a Fall placement: February 1

For a Spring placement: June 15

Note 4: For courses involving fieldwork hours, students should note priority deadlines for fieldwork placements:

Fall course work: April 1

Spring course work: November 1

Note 5: Important deadlines and dates for student teaching meetings are posted outside the office of School and Community Partnerships, Harvey Hall, room 111.

Plan of Study

Courses are three credits unless noted otherwise.

Fall, Year 1 (12 credits)

EAR (0803) 525 The Historical and Philosophical Foundations of Art Education (*fall only*)

EAR (0803) 500–505 Exploring the Arts Series (*select one course*)

ART 700–724 Studio Art Elective or Exploring the Arts Elective

ECH (0807) 595 Child Literacies: Literature, Culture and the Arts

or

EDO (0809) 595 Youth Literacies: Literature, Culture and the Arts

Spring, Year 1 (12 credits)

EAR (0803) 509 Artistic Development Across the Lifespan (*25 hours fieldwork, spring only*)

Must be taken with either

EEC (0810) 600 Introduction to Special Education (*25 hours fieldwork*)

or

EEC (0810) 560 Managing Inclusive Environments, 7-12 (*25 hours fieldwork*)

EDO (0809) 596 Inquiry and Expression: Literacy Across the Curriculum, Humanities

ART 700–724 Studio Art Elective or Exploring the Arts Elective

Fall, Year 2 (10–13 credits)

EAR (0803) 510 Instruction and Assessment in the Visual Arts (*50 hours fieldwork*)

EAR (0803) 850 Master's Seminar in Arts Education (*May be taken concurrently with student teaching*)

HED (0834) 610 Heath Prep for Teachers (*1 credit*)

Candidates not required to student teach add 3-credit studio art or exploring the arts elective.

Spring, Year 2 (6 credits)

EAR (0803) 820 Student Teaching in Art Education (*6 credits*)

THE MASTER OF SCIENCE IN LITERACY EDUCATION (*36 or 42 credits*)

Harvey Hall, Room 217

Evelyn O'Connor, *Program Director*

p – (516) 877-4173

f – (516) 877-4097

e – eoconnor@adelphi.edu

This program is designed to offer an integrated, theoretically grounded view of literacy and literacy learning that addresses the needs of students and educators in diverse communities. We facilitate rigorous scholarship and research, contextualized learning and service in school and community settings, and opportunities for critical reflection on the role of literacy in society and our responsibilities as educators. This program is designed to enhance the professional preparation of classroom teachers as literacy specialists and to prepare them for leadership roles. Completion of the program will lead to New York State certification as a Literacy Specialist.

This program will enhance the professional preparation of classroom teachers, interventional literacy teachers, clinicians, supervisors, and directors or coordinators of literacy in school districts. Those candidates completing the program of study will be recommended for certification as a literacy specialist, for either a) birth through grade 6 and grades 5-12 (42 credits); b) birth through grade 6 (36 credits); or c) grade 5 through grade 12 (36 credits). As a part of program requirements, candidates will be introduced to the development of a professional standards-based electronic portfolio. This portfolio will be maintained throughout the program by the candidate and will result in a summative literacy portfolio submitted for review at mid-program and program completion. For more information about the program candidates are advised to see the *Handbook for the Graduate Literacy Program and Portfolio Preparation Guide*. Please contact the program director for additional information.

Plan of Study

Candidates can choose between the following three programs:

BIRTH–GRADE 12 (*42 credits*)

Note: N.Y. State mandates one course that develops the skills necessary to provide instruction and progress of students with disabilities for those seeking State Certification:

Core Requirements (*36 credits*)

ELY (0802) 600 Literacy and Research: Inquiry I (*This course should be taken as the first course in the core sequence.*)

ELY (0802) 602 The Reading Writing Connection

ELY (0802) 603 Literacy in the Middle and Secondary School

ELY (0802) 750* Assessing and Addressing Literacy Needs I (*Prerequisites: ELY (0802) 600 and ELY (0802) 602 or ELY (0802) 603*)

ELY (0802) 751* Assessing and Addressing Literacy Needs II (*Prerequisite:* ELY (0802) 750)

ELY (0802) 753/755 Practicum in Literacy I (*Prerequisite:* ELY (0802) 751)

ELY (0802) 754/756 Practicum in Literacy II (*Prerequisite:* ELY (0802) 753

**Prerequisites required, please consult your advisor.*

ELY (0802) 521 Literature for Young Adults

ELY (0802) 545 Children's Literature

ELY (0802) 653 Language, Literacy, and Culture

ELY (0802) 800 Organizing, Supervising and Reforming Literacy Programs

ELY(0802) 810 Literacy and Research: Inquiry II (*Candidates must have completed a minimum of 24 credits prior to registering for this course.*)

Electives (6 credits)

Under Advisement

BIRTH–GRADE 6 (36 credits):

Core Requirements (30 credits)

ELY (0802) 600 Literacy and Research Inquiry I

ELY (0802) 602 The Reading Writing Connection

ELY (0802) 750* Assessing and Addressing Literacy Needs I (*Prerequisite:* ELY (0802) 602)

ELY (0802) 751* Assessing and Addressing Literacy Needs II (*Prerequisite:* ELY (0802) 750)

ELY (0802) 753/755 Practicum in Literacy I (*Prerequisite:* ELY (0802) 751)

ELY (0802) 754/756 Practicum in Literacy II (*Prerequisite:* ELY (0802) 753)

**Prerequisites required, please consult your advisor.*

Directed Electives (6 credits)

ELY (0802) 545 Children's Literature

ELY (0802) 653 Language, Literacy, and Culture

ELY (0802) 800 Organizing, Supervising and Reforming Literacy Programs

ELY(0802) 810 Literacy and Research: Inquiry II (*Students must have completed a minimum of 24 credits prior to registration for this course.*)

Electives (6 credits)

Under Advisement

GRADE 5–12 (36 Credits)

Core Requirements (30 credits)

ELY (0802) 600 Literacy and Research Inquiry I

ELY (0802) 603 Literacy in the Middle and Secondary Schools

ELY (0802) 750* Assessing and Addressing Literacy Needs I (*Prerequisite:* ELY (0802) 603)

ELY (0802) 751* Assessing and Addressing Literacy Needs II (*Prerequisite:* ELY (0802) 750)

ELY (0802) 753/755 Practicum in Literacy I (*Prerequisite:* ELY (0802) 751)

ELY (0802) 754/756 Practicum in Literacy II (*Prerequisite: ELY (0802) 753*)

ELY (0802) 521 Literature for Young Adults

ELY (0802) 653 Language, Literacy and Culture

ELY (0802) 800 Organizing, Supervising and Reforming Literacy Programs

ELY (0802) 810 Literacy and Research: Inquiry II (*Students must have completed a minimum of 24 credits prior to registering for this course.*) **prerequisites required, please consult with your advisor.*

Electives (6 credits)

Under Advisement

The Literacy Center

Chapman Hall, Room LL 1

Maryellen Rafferty, *Director*

p – (516) 877-4414

f – (516) 877-4097

e – rafferty@adelphi.edu

The Literacy Center provides an excellent setting for the practicum component of the literacy programs, as well as community service for struggling readers and writers. Under the supervision of our faculty, candidates have the opportunity to strengthen their ability to assess and address the literacy needs of children and provide instruction to promote students' literacy development. All graduate students in the Masters program must complete two semesters of a supervised practicum in order to qualify for New York State Certification in Literacy. Practicum courses may not be waived.

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP (36 Credits)

Harvey Hall, Room 220, Harvey Hall, Room 214

Susan Eichenholtz and Patricia Marcellino, *Program Directors*

p – (516) 877-4393

f – (516) 877-4097

e – eichenho@adelphi.edu

p – (516) 877-4405

f – (516) 877-4097

e – marcelli@adelphi.edu

The Educational Leadership and program is offered by the Ruth S. Ammon School of Education at both Adelphi University's main campus in Garden City and the Manhattan Center. This program is designed specifically for individuals who are seeking entrance into leadership positions in schools such as principal, assistant principal, department chairperson, or supervisor. Its central focus is to bring a multidisciplinary perspective to the atmosphere of educational reform prompted by the establishment of standards-based policies and practices and the accelerated importance of educational technology. Through a combination of theoretical and field-based study, candidates will gain greater knowledge and proficiency in the management of school personnel and in the role technology plays in educational practice. Candidates may choose from three program options:

The 36-credit Master of Arts degree program, completion of which fulfills the programmatic requirements for the New York State School License (SBL).

Note: Documentation of a minimum of three years full-time work in classroom teaching, and/or pupil personnel service experience PreK–12.

Plan of Study

Courses are three credits unless noted otherwise.

Foundations Courses

EDL (0806) 500 School Based Finance

EDL (0806) 533 Computer Based Technologies in Education

EDL (0806) 553 Educational Policy

EDL (0806) 554 Research and Evaluation in Schools

EDL (0806) 561 Management Theory and Organizational Behavior

EDL (0806) 590 Ethics, Law and Technology

EDL (0806) 666 School Leadership

EDL (0806) 723 Special Topics Elective

Field-Based and Applied Courses

EDL (0806) 555 Administrative Internship (320 hours) (5 credits)

EDL (0806) 556 Supervision in the Schools (with 30-hour practicum)(4 credits)

EDL (0806) 557 Technology and School Administration (with 10-hour practicum)

BILINGUAL EDUCATION AND TESOL

Harvey Hall, Room 128

Eva Roca, Program Director

p – (516) 877-4072

f – (516) 877-4097

e – roca2@adelphi.edu

The philosophical framework embraced by the programs in TESOL and Bilingual Education at Adelphi University combines theory, practice, and understandings that are embedded with an awareness and sensitivity of gender, race, class, and ability in PreK–12 school-age children. Both programs are committed to preparing teachers and related support professionals to meet the needs and demands of diverse communities.

TESOL Programs

Candidates for a Masters in TESOL are required to develop and maintain a standards based portfolio throughout their program of study to assess the candidate's proficiency in meeting the TESOL standards and demonstrate how they apply these national standards to the Ruth S. Ammon School of Education's core values.

MASTER OF ARTS IN TESOL: CERTIFICATION TRACK

(40 credits)

The M.A. in TESOL (Teaching English to Speakers of Other Languages) is a program for candidates who do not currently hold certification in ESL Education. Candidates who currently hold ESL certification should enroll in a graduate program leading to certification in an area other than TESOL in order to fulfill professional (permanent) certification requirements in both areas. Qualified candidates certified in areas other than ESL may enroll in this program in order to earn a second certificate and fulfill the graduate degree requirement for professional certification in both areas. The program is also registered for candidates seeking initial certification in TESOL. Upon application to the program, candidates' undergraduate transcripts will be evaluated for appropriate liberal arts course work required under New York State regulations which includes completion of 12 credits in a language other than English. Any deficient course work must be completed prior to the final student teaching semester. The department of curriculum and instruction does not waive the student teaching requirement.

There is also a Non-Certification Track M.A. in TESOL designed for international students or other candidates preparing to teach English as a Second Language to adults or in programs where certification is not required.

***Note:** The following course sequence is for candidates entering in the fall semester. See departmental adviser for sequence for candidates entering in spring or summer. Courses are three credits unless noted otherwise. **Note:** In compliance with new state regulations, the M.A. degree program requires a minimum of 100 hours of fieldwork in schools prior to student teaching.*

Plan of Study

Courses are three credits unless noted otherwise.

Fall, Year 1: Foundations (Entry Level)

EBE (0804) 600* Foundations of Bilingual and Multicultural Education: Theory and Practice

EBE (0804) 601* TESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom (*EBE (0804) 600 and EBE (0804) 601 are corequisites*)

EBE (0804) 620 Linguistics for Teachers: Psycho/ Structural Considerations

ECH (0807) 601 School and Society (*fall or spring*)

**25 hours of required fieldwork*

Spring, Year 1: Language (Middle Level)

EBE (0804) 611 Methods of Teaching Literacy and Native Language Arts in the Bilingual Classroom

EBE (0804) 630 Structure of English: Pedagogical Grammar for TESOL

EBE (0804) 720 Assessment Considerations for ESL and Bilingual Populations

EBE (0804) 721 Theories of Second Language Acquisition: Socio/Cultural Considerations

Fall, Year 2: Pedagogy

Candidates must submit pre-student teaching portfolio (Synthesis Point) to their adviser for clearance.

EBE (0804) 602* TESOL II: Developing Literacy and Technology Skills in the Content Areas

EEC (0810) 600* Introduction to Special Education

HED (0834) 610 Health Prep for Teachers (*1 credit*)

** 25 hours of fieldwork required*

Spring, Year 2: Performance (9 credits)

Candidates must submit graduation portfolio (Reflection Point) to their adviser for clearance.

EBE (0804) 825 Master's Seminar in TESOL

EBE (0804) 820 TESOL Student Teaching (*6 credits*)

MASTER OF ARTS IN TESOL: NON-CERTIFICATION TRACK (36 credits)

This program does not lead to New York State certification.

The M.A. in TESOL is designed for individuals preparing to teach English as a Second Language here or abroad, and for international students seeking to complete a master's degree program in TESOL.

Plan of Study

Courses are three credits unless noted otherwise.

BLOCK 1: Foundations (9 credits)

EBE (0804) 600* Foundations of Bilingual and Multicultural Education: Theory and Practice

EBE (0804) 601* TESOL I Developing Literacy and Language Arts Skills in the ESL Classroom

EBE (0804) 620 Linguistics for Teachers: Psycho/ Structural Considerations

**25 hours of required fieldwork*

BLOCK 2: Language (9 credits)

EBE (0804) 630 Structure of English: Pedagogical Grammar for TESOL

EBE (0804) 720 Assessment Considerations for Bilingual and ESL populations

EBE (0804) 721 Theories of Second Language Acquisition: Socio/Cultural Considerations

BLOCK 3: Pedagogy (9 credits)

EBE (0804) 602* TESOL II Developing Literacy and Technology Skills in the Content Areas

ECH (0807) 652 Paradigms of Knowing

or

ECH (0807) 601 School and Society
One Education Elective
**25 hours of required fieldwork*

BLOCK 4: Performance (9 credits)

EBE (0804) 825 Master's Seminar in TESOL
EBE (0804) 830 Applied Experience in TESOL (6 credits)

Program Electives

Recommended graduate electives:

Adolescence

EDO (0809) 603 The Adolescent Experience
EDO (0809) 725 Youth Literacies: Literature, Culture, and the Arts

Art

EAR (0803) 500 Exploring the Arts

Childhood

ECH (0807) 600 Childhood Development
ECH (0807) 725 Child Literacies: Literature, Culture, and the Arts

Childhood Special Education

EEC (0810) 600 Introduction to Special Education
EEC (0810) 700 Families, Culture, and Learning

Literacy

ELY (0802) 521 Literacy for Young Adults
ELY (0802) 545 Children's Literature (B-6)
ELY (0802) 602 The Reading-Writing Connection
ELY (0802) 603 Literature in Middle and Secondary Schools
ELY (0802) 723 Multicultural Literacy in Classrooms K-12

Bilingual Special Education Programs

**MASTER OF SCIENCE IN BILINGUAL CHILDHOOD SPECIAL
EDUCATION IN INCLUSIVE SETTINGS – TRI-CERTIFICATION**

Leading to childhood education (1-6), students with disabilities (1-6), and bilingual extension certification .

This program is made up of the following Pre-Service and In-Service tracks.

PRE-SERVICE TRACK (58 Credits)

Note: The Pre-service track is only open to candidates who do not hold a teaching certificate. Please consult an adviser for recommended course sequences, fieldwork and other program requirements.

Plan of Study

Courses are three credits unless noted otherwise.

Professional Core (30 credits)

ECH (0807) 600 Childhood Development

EEC (0810) 600 Introduction to Special Education (25 hours fieldwork)

EBE (0804) 605 Foundations of Bilingual Special Education (25 hours fieldwork)

EEC (0810) 700 Families, Cultures and Learning (10 hours fieldwork)

EEC (0810) 705 Team Collaboration

EEC (0810) 710 Classroom Management (25 hours fieldwork)

EBE (0804) 601 ESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom (25 hours fieldwork)

EBE (0804) 700 School-Based Measurement for Exceptional Children

EBE (0804) 710 Case Study Development for Bilingual Exceptional Students

EEC (0810) 620 Technology and Instruction

Content Area Instruction (28 credits)

EBE (0804) 610 Methods and Materials in Bilingual Education: Content Area Considerations

EBE (0804) 611 Methods of Teaching Literacy and Language Arts in the Bilingual Classroom

EEC (0810) 750 Methods of Instruction (25 hours fieldwork)

ELY (0802) 635 Literacy for the Bilingual Exceptional Child (25 hours Fieldwork)
Pre-requisite 0804-611

EEC (0810) 740 Math and Science Education for Special Education Students (25 hours fieldwork)

ECH (0807) 700 Social Studies and Critical Literacy in Childhood Education (25 hours fieldwork)

HED (0834) 610 Health Prep for Teachers (1 credit)

EEC (0810) 800 Master's Seminar in Childhood Special Education

EBE (0804) 840 Student Teaching in Bilingual Childhood Special Education (6 credits)

Total Fieldwork Hours Required (210 hours)

IN-SERVICE TRACK (45 credits)

***Note:** The In-service track is open to candidates who hold a teaching certificate in childhood education. Please consult an adviser for recommended course sequences, fieldwork and other program requirements.*

Plan of Study

Courses are three credits unless noted otherwise.

Professional Core (24 credits)

EBE (0804) 600 Introduction to Special Education (25 hours fieldwork)

EBE (0804) 605 Foundations of Bilingual Special Education (25 hours fieldwork)

EEC (0810) 700 Families, Cultures and Learning *(10 hours fieldwork)*
 EEC (0810) 705 Team Collaboration
 EEC (0810) 710 Classroom Management *(25 hours fieldwork)*
 EBE (0804) 601 ESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom *(25 hours fieldwork)*
 EBE (0804) 700 School-Based Measurement for Exceptional Children
 EBE (0804) 710 Case Study Development for Bilingual Exceptional Students

Content Area Instruction *(21 credits)*

EBE (0804) 610 Methods and Materials in Bilingual Education: Content Area Considerations
 EBE (0804) 611 Methods of Teaching Literacy and Language Arts in the Bilingual Classroom
 EEC (0810) 750 Methods of Instruction *(25 hours fieldwork)*
 ELY (0802) 635 Literacy for the Bilingual Exceptional Child *(25 hours Fieldwork)*
Pre-requisite 0804-611
 EEC (0810) 800 Master's Seminar in Childhood Special Education
 EEC (0810) 620 Technology and Instruction
 EBE (0804) 840 Student Teaching in Bilingual Childhood Special Education
Total Fieldwork Hours Required (160 hours)

MASTER OF SCIENCE IN BILINGUAL CHILDHOOD SPECIAL EDUCATION IN INCLUSIVE SETTINGS – ALTERNATIVE CERTIFICATE: TRANSITIONAL B PROGRAM *(52 credits)*

Leading to childhood education (1-6), students with disabilities (1-6) and bilingual extension certification

The Alternative Certificate program grants the Transitional B license category to career changers or non-certified teachers to teach in shortage areas. After completing a minimum of 200 clock hours in a summer introductory student teaching component in an assigned school, including a three – course education component and a passing grade on NYSTCE examinations, the candidate may be employed as a teacher and issued a Transitional B certificate. The candidate will receive mentoring and additional Master degree courses to complete New York State certification requirements while employed in the school.

Note: The Transitional B program is open to teacher candidates working under an alternative certificate or license. Please consult an adviser for recommended course sequences, fieldwork and other program requirements.

Plan of Study

Courses are three credits unless noted otherwise.

Pre-Service *(7 credits)*

ECH (0807) 600 Childhood Development
 EEC (0810) 600 Introduction to Special Education *(25 hours fieldwork)*
 HED (0834) 610 Health Prep for Teachers *(1 credit)*

Note: According to the State Regulations, the Pre-Service Component includes at least 200 clock hours. These are met through the 7 credits (70 hours), 40 hours of field experience, and placement in a School District Summer Program.

In-Service (21 credits)

EBE (0804) 605 Foundations of Bilingual Special Education (25 hours fieldwork)
 EEC (0810) 700 Families, Cultures and Learning (10 hours fieldwork)
 EEC (0810) 705 Team Collaboration
 EEC (0810) 710 Classroom Management (25 hours fieldwork)
 EBE (0804) 601 TESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom (25 hours fieldwork)
 EBE (0804) 700 School-Based Measurement for Exceptional Children
 EBE (0804) 710 Case Study Development for Bilingual Exceptional Students

Content Area Instruction (24 credits)

EBE (0804) 610 Methods and Materials in Bilingual Education: Content Area Considerations
 EBE (0804) 611 Methods of Teaching Literacy and Language Arts in the Bilingual Classroom
 EEC (0810) 750 Methods of Instruction (25 hours fieldwork)
 ELY (0802) 635 Literacy for the Bilingual Exceptional Child (25 hours Fieldwork)
Pre-requisite 0804-611
 EEC (0810) 740 Math and Science Education for Special Education Students (25 hours fieldwork)
 ECH (0807) 700 Social Studies and Critical Literacy in Childhood Education (25 hours fieldwork)
 EEC (0810) 620 Technology and Instruction
 EEC (0810) 800 Master's Seminar in Childhood Special Education
Total Fieldwork Hours Required (210 hours)

EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS

Harvey Hall, Room 232

Dori Phalen, *Program Director*

p – (516) 877-4025

f – (516) 877-4097

e – phalen2@adelphi.edu

In keeping with New York State regulations, candidates who wish to become early childhood special educators must also hold content core certification in early childhood (birth through grade 2)

Program of Study

We offer four programs; each designed to meet the unique needs of candidates who have had different levels of preparation. All programs are offered at our Garden City and Manhattan campuses.

Note: These programs are not available for candidates who hold initial certification in students with disabilities birth-grade 2. Students with such certification must take a graduate program leading to a different certification, such as childhood special education, literacy or TESOL, in order to achieve professional certification.

Candidates should meet with the program director for recommended course sequences, fieldwork, and other program requirements.

MASTER OF SCIENCE IN EARLY CHILDHOOD SPECIAL EDUCATION, Dual Certification – Pre-service (55 credits)

This program leads to certification in both early childhood and students with disabilities birth through grade 2. It is intended for candidates who do not hold New York State Teacher Certification in any area.

Program Prerequisites: ECH (0807) 600 Child Development or the undergraduate equivalent within previous 5 years, with a grade of B or better.

Plan of Study

Courses are three credits unless noted otherwise.

**Fieldwork is required. Please see advisor.*

Early Childhood Education (EYC (0814)) Foundations (19 credits)

May be taken prior to [recommended] or concurrently with ECS (0820) Foundations courses.

EYC (0814) 650 Facing History: Roots of Early Childhood Education and Foundations for Practice

SPH (0878) 602 Speech and Language Development

EYC (0814) 655 Children's Play: A Source of Development and Learning

EYC (0814) 665 Artistic and Creative Expression for Early Childhood Educators (2 credits)

ELY (0802) 640* Emergent Literacy in Early Childhood Education (*Prerequisite: SPH (0878) 602*)

EYC (0814) 710* Development of Mathematical Thinking in Young Children (2 credits)

EYC (0814) 720* Early Science and Technology in Early Childhood (2 credits)

HED (0834) 610 Health Prep for Teachers (1 credit)

Early Childhood Special Education (ECS (0820)) Foundations (12 credits)

May be taken after (preferred) or concurrently with EYC (0814) Foundations courses.

EEC (0810) 600* Introduction to Special Education (Prerequisite to ALL ECS (0820) coursework).

ECS (0820) 600* Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants, and Toddlers

ECS (0820) 610* Creating and Maintaining Family Partnerships for Infants and Young Children with Special Needs

ECS (0820) 620* Introduction to Inclusive Early Childhood Special Education: Preschool through Primary

Early Childhood Special Education (ECS (0820) Advanced Sequence (12 credits)

All ECS (0820) Foundations courses should be completed prior to enrolling in the courses listed below.

ECS (0820) 700* Authentic Infant and Early Childhood Identification, Assessment and Progress Evaluation (Must be taken prior to or concurrently with ECS (0820) 710 and 720)

ECS (0820) 710* Inclusive Curriculum, Methods, and Teaming for Infants and Young Children with Disabilities (*Pre or Corequisite: ECS (0820) 700 and 720*)

ECS (0820) 720* Positive Behavioral Support and Applied Behavioral Analysis: Self, Individual, and Group Management in Early Childhood (*Pre or Corequisite: ECS (0820) 700*)

ECS (0820) 800* Masters Seminar in Early Childhood Special Education: Authentic Research and Advocacy (*Pre or Corequisite: ECS (0820) 710*)

Student Teaching in Early Childhood Special Education (6 credits)

ECS (0820) 840 and ECS (0820) 850 Student Teaching I and II in Early Childhood Special Education and Clinical Seminar (*3 credits each, 6 credits total*)

Electives (6 credits, based on advisement)

ELY (0802) 545 Children's Literature

EEC (0810) 540 Introduction to Autism Spectrum Disorders

EEC (0810) 620 Technology and Instruction

EEC (0810) 700* Families, Cultures and Learning

EEC (0810) 705 Team Collaboration

EEC (0810) 725 Individual Evaluation in Special Education (*Prerequisite: ECS (0820) (0820) 700*)

EYC (0814) 550 Special Topics in Early Childhood Education (*1 credit*)

EYC (0814) 552 The English Language Learner Student (*1 credit*)

EYC (0814) 553 The Gifted Child (*1 credit*)

EYC (0814) 555 Block Building (*1 credit*)

EYC (0814) 556 Sensory Learning (*1 credit*)

ECS (0820) 810 Special Topics in Early Childhood Special Education

ECS (0820) 820* Supplemental Supervised Early Childhood Special Education Field Experience and Seminar

SPH (0878) 521 Beginning Sign Language

MASTER OF SCIENCE IN EARLY CHILDHOOD SPECIAL EDUCATION, Dual Certification – In-Service (37 credits)

Program Pre/Corequisites: ECH (0807) 600; SPH (0878) 602; ELY (0802) 640; EYC (0814) 710; EYC (0814) 720; EYC (0814) 665; EEC (0810) 600, or the graduate or undergraduate equivalent within the past 5 years, with a grade of B or better.

This program leads to certification in early childhood and students with disabilities, birth - grade 2. It is intended for candidates who already hold New York State Certification in a teaching area, but not in either of the two stated areas.

Plan of Study

Courses are three credits unless noted otherwise.

**Fieldwork is required. Please see advisor.*

Early Childhood Education (EYC (0814) Foundations (7 credits)

EYC (0814) 650 Facing History: Roots of Early Childhood Education and Foundations for Practice (*Prerequisite: EEC (0810) 630*)

EYC (0814) 655 Children's Play: A Source of Development and Learning

HED (0834) 610 Health Prep for Teachers (*1 credit*)

Early Childhood Special Education (ECS (0820) Foundations (9 credits)

ECS (0820) 600* Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants, and Toddlers (*Prerequisite: EEC (0810) 600*)

ECS (0820) 610* Creating and Maintaining Family Partnerships for Infants and Young Children with Special Needs

ECS (0820) 620* Introduction to Inclusive Early Childhood Special Education: Preschool through Primary (*Prerequisite: EEC (0810) 600*)

Early Childhood Special Education (ECS (0820) Advanced Sequence (12 credits)

ECS (0820) Foundations courses must be completed prior to enrolling in the courses listed below.

ECS (0820) 700* Authentic Infant and Early Childhood Identification, Assessment and Progress Evaluation (Must be taken prior to or concurrently with ECS (0820) 710 and 720)

ECS (0820) 710* Inclusive Curriculum, Methods, and Teaming for Infants and Young Children with Disabilities (*Pre or Corequisite: ECS (0820) 700 and 720*)

ECS (0820) 720* Positive Behavioral Support and Applied Behavioral Analysis: Self, Individual and Group Management in Early Childhood (*Pre or Corequisite: ECS (0820) 700*)

ECS (0820) 800* Masters Seminar in Early Childhood Special Education: Authentic Research and Advocacy (*Pre or Corequisite: ECS (0820) 710*)

Student Teaching or Practicum in Early Childhood Special Education (3 credits)

ECS (0820) 840 Student Teaching I in Early Childhood Special Education and Clinical Seminar *or*

ECS (0820) 880 Practicum I in ECSE (0820) and Clinical Seminar

Electives (6 credits, based on advisement)

ELY (0802) 545 Children's Literature

EEC (0810) 540 Introduction to Autism Spectrum Disorders

EEC (0810) 620 Technology and Instruction

EEC (0810) 700* Families, Cultures and Learning

EEC (0810) 705 Team Collaboration

EEC (0810) 725 Individual Evaluation in Special Education (*Prerequisite: ECS (0820) 700*)

EYC (0814) 550 Special Topics in Early Childhood Education (*1 credit*)

EYC (0814) 552 The English Language Learner Student (*1 credit*)

EYC (0814) 553 The Gifted Child (*1 credit*)

EYC (0814) 555 Block Building (1 credit)

EYC (0814) 556 Sensory Learning (1 credit)

ECS (0820) 810 Special Topics in Early Childhood Special Education

ECS (0820) 820* Supplemental Supervised Early Childhood Special Education Field Experience and Seminar

SPH (0878) 521 Beginning Sign Language

MASTER OF SCIENCE IN EARLY CHILDHOOD SPECIAL EDUCATION, Single Certification – In-Service (30 credits)

Program Pre/Corequisite: EEC (0810) 600, or the graduate or undergraduate equivalent within the past 5 years, with a grade of B or better.

This program leads to Students with Disabilities birth through grade two certification. It is intended for candidates who already hold New York State certification in early childhood education.

Plan of Study

Courses are three credits unless noted otherwise.

**Fieldwork is required. Please see advisor.*

Early Childhood Special Education (ECS (0820) Foundations (9 credits)

ECS (0820) 600* Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants, and Toddlers

ECS (0820) 610* Creating and Maintaining Family Partnerships for Infants and Young Children with Special Needs

ECS (0820) 620* Introduction to Inclusive Early Childhood Special Education: Preschool through Primary

Early Childhood Special Education (ECS (0820) Advanced Sequence (12 credits) ECS (0820) Foundations courses must be completed prior to the following:

ECS (0820) 700* Authentic Infant and Early Childhood Identification, Assessment and Progress Evaluation (Must be taken prior to or concurrently with ECS (0820) 710 and 720)

ECS (0820) 710* Inclusive Curriculum, Methods and Teaming for Infants and Young Children with Disabilities (*Pre or Corequisite: ECS (0820) 700 and 720*)

ECS (0820) 720* Positive Behavioral Support and Applied Behavioral Analysis: Self, Individual and Group Management in Early Childhood (*Pre or Corequisite: ECS (0820) 700*)

ECS (0820) 800* Masters Seminar in Early Childhood Special Education: Authentic Research and Advocacy (*Pre or Corequisite: ECS (0820) 710*)

Student Teaching or Practicum and Seminar in Early Childhood Special Education

(3 credits) All ECS (0820) E Advanced Sequence Courses must be completed prior.

Either ECS (0820) 840, or 860 Student Teaching I in ECS (0820) and Clinical Seminar or ECS (0820) 880 or 891 Practicum in ECS (0820) and Clinical Seminar

Electives 6 credits, based on advisement)

ELY (0802) 545 Children's Literature

EEC (0810) 540 Introduction to Autism Spectrum Disorders

EEC (0810) 620 Technology and Instruction

EEC (0810) 700* Families, Cultures and Learning

EEC (0810) 705 Team Collaboration

EEC (0810) 725 Individual Evaluation in Special Education (*Prerequisite: ECS (0820) 700*)EYC (0814) 550 Special Topics in Early Childhood Education (*1 credit*)EYC (0814) 552 The English Language Learner Student (*1 credit*)EYC (0814) 553 The Gifted Child (*1 credit*)EYC (0814) 555 Block Building (*1 credit*)EYC (0814) 556 Sensory Learning (*1 credit*)

ECS (0820) 810 Special Topics in Early Childhood Special Education

ECS (0820) 820* Supplemental Supervised Early Childhood Special Education Field Experience and Seminar

SPH (0878) 521 Beginning Sign Language

ADVANCED CERTIFICATE IN EARLY CHILDHOOD SPECIAL EDUCATION

See section on Advanced Certificates.

Childhood Special Education Programs*Harvey Hall, Room 234*Anne Mungai, *Program Director*

p – (516) 877-4096

f – (516) 877-4097

e – mungai@adelphi.edu

In-Service, Certification track

Recent New York State regulations require that candidates wishing to become special educators must also be certified in a particular grade range. The M.S. in Childhood Special Education is an in-service program for candidates who already hold initial (provisional) certification in childhood (elementary) education. For candidates who hold no certification or hold certification in an area other than elementary and/or special education, the department offers the dual major in Special Education in Inclusive Settings. This program awards initial NYS teacher certification in both Childhood Education, grades 1–6 and Students with Disabilities, grades 1–6.

Non-certification track

The Department has also prepared a graduate program in Childhood Special Education Studies that does not lead to teaching certification. This is a 33-credit program that follows the same sequence of courses as the program in Childhood Special Education outlined below with the exclusion of the student teaching semester. This program fulfills the needs of foreign students or others seeking a graduate degree in special education who do not seek public school certification within the United States.

Please Note: *None of these programs are available for candidates who already hold provisional or initial certification in special education. Candidates who already hold provisional or initial certification in special education must take a graduate program in a different certification area, such as Literacy or TESOL, in order to achieve permanent/professional certification.*

Please consult an adviser for recommended course sequences, fieldwork requirements, and other program requirements.

MASTER OF SCIENCE IN CHILDHOOD SPECIAL EDUCATION (In-Service) (33–39 credits) (For candidates certified in elementary/childhood education)

Plan of Study

*Courses are three credits unless noted otherwise. All courses with an * require field work hours.*

Prerequisites

EEC (0810) 600 Introduction to Special Education *(25 hours fieldwork)
SPH (0878) 602 Speech Language and Development

Required courses

EEC (0810) 610 Current Topics in Special Education (Research I)
EEC (0810) 620 Technology and Instruction
EEC (0810) 630 Human Development, Cognition, and Teaching
EEC (0810) 700 Families, Cultures, and Learning *(25 hours fieldwork)
EEC (0810) 720 Formal and Informal Methods of Assessment *(25 hours fieldwork)
EEC (0810) 705 Team Collaboration
EEC (0810) 710 Classroom Management *(25 hours fieldwork)
EEC (0810) 750 Methods of Instruction *(25 hours fieldwork)
EEC (0810) 800 Master's Seminar in Special Education (Research II)
ELY (0802) 630 Literacy for the Exceptional Child *(25 hours fieldwork)

Student Teaching (3 credits)

EEC (0810) 821 Practicum in Special Education for teachers certified in other areas
or
EEC (0810) 822 Summer Practicum in Special Education for teachers certified in other areas

MASTER OF SCIENCE IN CHILDHOOD SPECIAL EDUCATION STUDIES (Non-Certification) (33 credits)

Follows the same sequence of courses as the program in Childhood Special Education outlined above with the exclusion of the student teaching semester. This program will NOT lead to provisional/initial or permanent/professional teacher certification now or in the future.

Dual Certification Master's Programs for Special Education in Inclusive Settings
(Certification in Students with Disabilities, Grades 1-6 and Childhood Education 1-6)
(For candidates without elementary/childhood certification)

There are two tracks to this program:

The **Pre-service Track** is open to students holding no teaching certificates.

The **In-Service Track** is open to students holding teaching certificates in areas other than elementary and/or special education.

**MASTER OF SCIENCE IN CHILDHOOD SPECIAL EDUCATION
IN INCLUSIVE SETTINGS—DUAL CERTIFICATION (Pre-service
Track) (49–55 credits)**

Note: The Pre-service Track is only open to candidates with no prior classroom teaching certificates.

Prerequisite courses: ECH (0807) 601 School and Society and SPH (0878) 602 Speech and Language Development (may be taken concurrently with foundation courses) 3 credits each

Plan of Study

*Courses are three credits unless noted otherwise. All courses with an * require field work hours.*

Required Special Education Courses

EEC (0810) 600 Introduction to Special Education *(25 hours fieldwork)

EEC (0810) 610 Current Topics in Special Education (Research I)

EEC (0810) 620 Technology and Instruction

EEC (0810) 630 Human Development, Cognition, and Teaching

EEC (0810) 700 Families, Cultures, and Learning *(25 hours fieldwork)

EEC (0810) 705 Team Collaboration

EEC (0810) 710 Classroom Management *(25 hours fieldwork)

EEC (0810) 720 Formal and Informal Methods of Assessment *(25 hours fieldwork)

EEC (0810) 740 Math and Science Technology Education for Special Education Students
*(25 hours fieldwork)

EEC (0810) 750 Methods of Instruction *(25 hours fieldwork)

EEC (0810) 800 Master's Seminar in Special Education (Research II)

Special Education subtotal: 33 credits

Other Required Courses

ECH (0807) 700 Social Studies and Critical Literacy in Childhood Education *(25 hours fieldwork)

ELY (0802) 625 Approaches to Literacy in Childhood Education *(25 hours fieldwork)

ELY (0802) 630 Literacy for the Exceptional Child (Prerequisite: ELY (0802) 625) *(25 hours fieldwork)

HED (0834) 610 Health Prep for Teachers (*1 credit*)

Other required courses subtotal: 10 credits

Student Teaching/Reflective Practice

EEC (0810) 820 Student Teaching/Special Ed in Inclusive Settings- Dual Certification (*6 credits*)

Total credits required: *49–55*

MASTER OF SCIENCE IN CHILDHOOD SPECIAL EDUCATION IN INCLUSIVE SETTINGS—DUAL CERTIFICATION (*33–52 credits*)

IN-SERVICE TRACK

Note: The in-service track is only open to candidates who hold a classroom teaching certificate in an area other than childhood or special education. Please consult an adviser for recommended course sequences, fieldwork requirements, and other program requirements.

Plan of Study

*Courses are three credits unless noted otherwise. All courses with an * require field work hours.*

Prerequisite Courses

ECH (0807) 601 School and Society

SPH (0878) 602 Speech and Language Development (*may be taken concurrently with foundation courses*)

ECH (0807) 700 Social Studies and Critical Literacy in Childhood Education *(*25 hours fieldwork*)

EEC (0810) 740 Math and Science Education for Special Education Students *(*25 hours fieldwork*)

ELY (0802) 625 Approaches to Teaching Literacy *(*25 hours fieldwork*)

HED (0834) 610 Health Prep for Teachers (*1 credit*)

EEC (0810) 600 Introduction to Special Education *(*25 hours fieldwork*)

Required Special Education Courses

EEC (0810) 610 Current Topics in Special Education (Research I)

EEC (0810) 620 Technology and Instruction

EEC (0810) 630 Human Development, Cognition, and Teaching

EEC (0810) 700 Families, Cultures, And Learning *(*10 hours fieldwork*)

EEC (0810) 705 Team Collaboration

EEC (0810) 710 Classroom Management *(*25 hours fieldwork*)

EEC (0810) 720 Formal and Informal Methods of Assessment *(*25 hours fieldwork*)

EEC (0810) 750 Methods of Instruction *(*25 hours fieldwork*)

EEC (0810) 800 Master's Seminar in Special Education (Research II)

ELY (0802) 630 Literacy for the Exceptional Child (*Prerequisite: ELY (0802) 625*) *(*25 hours fieldwork*)

Student Teaching/Reflective Practice

EEC (0810) 821 Practicum in Special Education for Teachers Certified in Other Areas

or

EEC (0810) 822 Summer Practicum in Special Education for Teachers
Certified in Other Areas

Total credits required: 33–52

**MASTER OF SCIENCE - ADOLESCENCE STUDENTS WITH
DISABILITIES IN INCLUSIVE SETTINGS: PRE-SERVICE DUAL
GENERALIST WITH EXTENSION (43 Credits)**

Effective September 1, 2011 N.Y. State has changed the titles of the former 7-12 Content Specialist to 7-12 Generalist Certificate. A new Master of Science Students with Disabilities 7-12 Generalist Certificate with content area extension will replace our current program.

Harvey Hall, Room 234

Anne Mungai, *Program Director*

p – (516) 877-4096

f – (516) 877-4097

e – mungai@adelphi.edu

PRE-SERVICE TRACK

The goal of this program is to prepare future secondary school educators to become New York State certified in one of the four content areas (English, Math, Science, Social Studies) and in Students with Disabilities in an inclusive environment grades 7 through 12. Eligible applicants will have a Bachelor's Degree in a related subject area and/or meet distribution requirements. Applicants for the Master's Degree in Adolescence Students with Disabilities will not have prior certification in secondary content or special education.

Plan of Study

Courses are three credits unless noted otherwise.

Foundation/Literacy Core Courses (18 Credits)

All Foundation / Literacy courses must be taken before advancing in the program.

BLOCK I (9 credits, 25 field hours)

EEC (0810) 600 Introduction to Special Education* (25 hours fieldwork)

EDO (0809) 602 Foundations of Education for Adolescence

One of the following in appropriate discipline:

EDO (0809) 594 Critical Literacy in Mathematics and Science Education

EDO (0809) 595 Youth Literacies: Literature, Culture and the Arts

BLOCK II (9 credits, 25 field hours)

EEC (0810) 750 Methods of Instruction

EDO (0809) 603 Adolescent Experience* (25 hours fieldwork)

One of the following in appropriate discipline:

EDO (0809) 596 Inquiry and Expression: Literacy Across the Curric: Humanities

EDO (0809) 597 Inquiry and Expression: Literacy Across the Curric: Math and Sciences

Content / Synthesis Courses (18 Credits)**BLOCK III** (9 credits, 50 field hours)

EEC (0810) 720 Formal and Informal Methods of Assessment* (25 hours fieldwork)

One of the following in appropriate discipline:

EEC (0810) 620 Technology and Instruction

EAR (0809) 500 Exploring the Arts

One of the following in appropriate discipline:

EDO (0809) 511 Instruction and Assessment in English Education* (25 hours fieldwork)

EDO (0809) 513 Instruction and Assessment in Mathematics Education* (25 hours fieldwork)

EDO (0809) 517 Instruction and Assessment in Science Education* (25 hours fieldwork)

EDO (0809) 518 Instruction and Assessment in Social Studies Education* (25 hours fieldwork)

BLOCK IV (9 credits, 50 field hours)

EEC (0810) 710 Classroom Management* (25 hours fieldwork)

EDO (0809) 860 Master's Seminar in Adolescent Education

One of the following in appropriate discipline:

EDO (0809) 611 Teaching Writing in the Secondary Inclusive Classroom* (25 hours fieldwork)

EDO (0809) 613 Secondary Mathematics in Inclusive Environments* (25 hours fieldwork)

EDO (0809) 617 Secondary Science in Inclusive Environments* (25 hours fieldwork)

EDO (0809) 618 Secondary Social Studies in Inclusive Environments* (25 hours fieldwork)

Other Required Course (1 credit, no field hours)*May be taken anytime before Block V*

HED (0834) 610 Health Prep for Teachers

Student Teaching / Reflective Practice (6 Credits)

BLOCK V (6 credits, full-time in field plus weekly seminar)

During the student teaching experience candidates will be observed by Adelphi faculty supervisors and teacher mentors who will use the Pathwise system and the Teacher Work Sample for ongoing feedback and final evaluation.

EEC (0810) 837 Student Teaching in Secondary Inclusive Settings and Seminar

PROGRAMS IN BILINGUAL SPECIAL EDUCATION

See listings in the Bilingual Education section.

Department of Communication Sciences and Disorders

Hy Weinberg Center, Room 117A

Janet Schoepflin, *Chair*

p – (516) 877-3343

f – (516) 877-4783

e – schoepfl@adelphi.edu

The Department of Communication Sciences and Disorders offers the Master of Science (M.S.) and Doctor of Arts (D.A.) in speech-language pathology, and the Doctor of Audiology (Au.D) degree programs. The AuD is offered in conjunction with Hofstra and St. John's Universities. The graduate programs provide advanced academic and clinical education in normal communication processes; disorders of speech, language, and hearing; and assessment and intervention strategies for individuals with communication disorders. The M.S. program in speech-language pathology and the Au.D. program in audiology provide students with the academic education and clinical experiences required for New York State licensure and the Certificate of Clinical Competence (CCC) issued by the American Speech-Language- Hearing Association (ASHA). Additional course work and clinical practicum experiences required for New York State certification as a Teacher of Students with Speech and Language Disabilities (TSSLD) and the Bilingual extension to the TSSLD are provided.

Our graduates are employed in a variety of settings, including hospitals, rehabilitation centers, clinics, schools, universities, and private practice.

The department offers one of the few professional doctorates in communication disorders in the country. The Doctor of Arts program is designed to prepare professionals to assume leadership roles in the discipline as clinical administrators and supervisors, university education professionals, and clinical researchers.

MASTER OF SCIENCE IN COMMUNICATION SCIENCES AND DISORDERS: CONCENTRATION IN SPEECH-LANGUAGE PATHOLOGY (56-57 credits)

Hy Weinberg Center - Room 126

Robert Goldfarb, *Graduate Program Director*

p – (516) 877-4785

f – (516) 877-4783

e – goldfarb2@adelphi.edu

M.S. in Communication Sciences and Disorders: Speech Language Pathology
Florence L. Myers, *Coordinator*, Sunday Academic Program at Garden City,
Robert Goldfarb, *Coordinator*, Adelphi Manhattan Center

The Master of Science program in speech-language pathology provides academic and practicum experiences basic to the development of clinical competence in the evaluation, diagnosis, and remediation of disorders of speech, and language.

The program is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA). All students are expected to acquaint themselves with department and University requirements and regulations, and to consult closely with their advisers in order to fulfill both academic and practicum requirements leading to the Certificate of Clinical Competence of ASHA and to New York State licensure. Students are expected to adhere to University policies regarding academic integrity and professional behaviors, as outlined in course syllabi.

Program Statistics:

2009 - 2010	Praxis Pass Rate	Employment Rate	Graduation Rate
Residential Program	98%	98%	98%
Satellite Program	96%	97%	100%

The master's program in speech-language pathology is 56-57 credits and can be completed in full-time or part-time study. In addition to the weekday program at the main campus in Garden City, the academic coursework for the Master's program is also offered at Adelphi University's Manhattan Center and in a Sunday program in Garden City. The weekday program at the Garden City Campus offers courses in a traditional 15-week semester. The Sunday program at the Manhattan Center is held in 8-week cycles. All students must take academic course work at the program site (i.e., Garden City - weekday or Sunday, or Manhattan Center) to which they were admitted. Exceptions are granted only in extenuating circumstances with prior approval of the student's academic adviser. All clinical seminars, teacher prep courses, and in-house practica are held on the Garden City campus.

Students must complete a series of supervised clinical practica, both at the Hy Weinberg Center for Communication Disorders and in at least two of our outside clinical affiliated agencies. Students must earn a grade of B- or better in SPH (0878) 660 prior to enrolling in an outside practicum. During their course of study, students are limited to one outside clinical placement during the summer session. All students should expect to do their outside placements during daytime hours. In addition, students will be required to provide full-time availability for at least one of their outside clinical placements during a regular academic semester (fall or spring). Students who plan to complete an internship in a hospital or rehabilitation setting must do their residency at that time. For students whose undergraduate education did not include supervised clinical practice, it may be necessary to enroll in additional clinical practica in order to meet the clock-hour requirements mandated by the American Speech-Language-Hearing Association.

Students pursuing NYS Teacher of Students with Speech and Language Disabilities (TSSLD) Certification or the Bilingual Extension to the TSSLD in addition to NYS license and ASHA Certificate of Clinical Competence (CCC) must consult with the coordinator of TSSLD to develop a program of study.

To be eligible for graduation, master's level students must pass a departmental comprehensive examination. The student's academic adviser must approve applications for this examination during the semester prior to taking the examination. The comprehensive exam is offered three times in an academic year (fall, spring, and summer semesters). Motivated students can complete a research project in lieu of the written comps.

Requirements and Procedures for Admission

All applicants to the master's degree program in communication disorders must take the Graduate Record Examination (GRE). Students applying to the M.S. degree program in Communication Disorders who have not received undergraduate training in communication disorders are required first to complete a minimum of 18 credits in undergraduate prerequisite courses or their equivalent (see below), as approved by the department. The department requires a minimum of 4 graded pre-requisite courses before applying for graduate school. Students may not apply more than two times for admission to the master's program in communication disorders. All master's degree students accepted provisionally pending completion of undergraduate prerequisite courses must complete their outstanding courses at Adelphi, and receive no more than one C grade (C+, C, C-) in order to matriculate. Prerequisite courses are typically offered at least twice a year on the Garden City campus. Students may take prerequisite courses at other institutions

Undergraduate prerequisite courses (or their equivalent as approved by the department):

SPE (0876) 138 Sound and the Auditory Mechanism

SPE (0876) 140 Anatomy and Physiology of the Speech Mechanism

SPE (0876) 142 Phonetics

SPE (0876) 352 Clinical Audiology

Choose One:

SPE (0876) 144 Development of Speech and Language

SPH (0878) 602 Speech and Language Development

Choose One:

SPE (0876) 350 Survey of Developmental Language Disorders

SPE (0876) 351 Survey of Speech Disorders

SPE (0876) 410 Survey of Adult Neurogenic Disorders

General Competency Courses: ASHA Certification

Note: Additional course work in math, and in the biological, physical, and social/behavioral sciences, is required for ASHA certification. Students will be required to complete any missing course work following a transcript review and consultation with their adviser.

Grading Policies

Academic Courses

The following grading policies apply to all students enrolled in the M.S. degree program:

1. If the GPA falls below 3.0, the student will be placed on academic probation with one semester to attain this required level.
2. If a student earns two grades of C (C+, C, or C-) within the first 24 credits of graduate course work (SPH (0878) courses), the student will be dismissed from the program.

3. If a student earns a second grade of C (C+, C, or C–) after the first 24 credits of graduate academic course work (SPH (0878) courses), the student will be required to retake one of the courses in which a grade of C was earned. The student must earn a grade of B– or better in this course.
4. If a student earns any additional grades of C (C+, C, or C–) in graduate academic course work (SPH (0878) courses), the student will be required to retake those courses or take an additional 3-credit academic course, to be determined by the student's academic adviser. The student must earn a grade of B– or better in these courses.
5. If a student earns a grade of F in a graduate course, the student will be dismissed from the graduate program. Appeal procedures can be obtained from the department. Grading policies 1–4 above exclude courses taken outside of the department of communication sciences and disorders, and any 500 level courses within the department. If a student receives a grade of C (C+, C, or C–) or F, the student is responsible for notifying and arranging to meet with his or her academic adviser.

Clinical Practicum

1. If a student earns a practicum grade of C (C+, C, or C–), the practicum must be repeated, and a grade of B– or better earned. A student may not register for any additional courses until the practicum course is successfully completed (B– or better). A second grade of C (C+, C, or C–) in clinical practicum will result in dismissal from the graduate program.
2. If a student earns a grade of F in a practicum course, the student will be dismissed from the graduate program. Appeal procedures can be obtained from the department.
3. Students must earn a grade of B– or better in SPH (0878) 660 and obtain approval of the students clinical instructors and clinical director prior to enrolling in an outside practicum.
4. Letter grades are assigned for the following clinical practicum courses: SPH (0878) 648, 660 and 666.
5. The following clinical practicum courses are graded on a Pass/Fail basis: SPH (0878) 661, 662, 663, 664, 665, 668 and 669.

Plan of Study

Courses are three credits unless noted otherwise.

SPH (0878) 600 Speech and Hearing Science
 SPH (0878) 603 Language Disorders in Children I
 SPH (0878) 606 Audiologic Assessment and (Re)habilitation for the SLP
 SPH (0878) 610 Speech Disorders in Children
 SPH (0878) 611 Motor Speech Disorders
 SPH (0878) 613 Advanced Anatomy, Physiology, and Neurology
 SPH (0878) 620 Fluency Disorders
 SPH (0878) 624 Acquired Language Disorders
 SPH (0878) 630 Voice Disorders
 SPH (0878) 634 Diagnostic Procedures in Speech-Language Pathology
 SPH (0878) 636 Dysphagia: Evaluation and Management
 SPH (0878) 638 Language Disorders in Children II
 SPH (0878) 646 Oral Motor Function of the Developmentally Delayed Child
 SPH (0878) 648 Clinical Practice in Speech- Language Pathology (HWC1) (2 credits)

SPH (0878) 660 Clinical Practice in Speech- Language Pathology (HWC2) (2 credits)

SPH (0878) 661* Clinical Practice in Speech- Language Pathology (2 credits)

SPH (0878) 662 Clinical Practice in Speech- Language Pathology (2 credits)

SPH (0878) 666 Clinical Practice in Diagnostics (1 credit)

SPH (0878) 668 Clinical Practice in Audiology (1 credit)

SPH (0878) 670 Research Methods in Communication Sciences and Disorders

SPH (0878) 672 Communication Systems for Individuals with Severe Disability

SPH (0878) 673 Language Assessment/Intervention: Autism and Spectrum Disorders (1 credit)

**SPH (0878) 661 can be replaced with SPH (0878) 674/675 for teacher certification candidates.*

NYS Certification as Teacher of Students with Speech and Language Disabilities (TSSLD)

Hy Weinberg Center - Room 125

Fran Redstone, *Program Coordinator*

p – (516) 877-4776

f – (516) 877-4783

e – redstone@adelphi.edu

Additional course work is required for students who want New York State certification as Teachers of Students with Speech and Language Disabilities (TSSLD). Undergraduate transcripts will be reviewed for required liberal arts and core pedagogical courses. These include, but are not limited to, artistic expression, human development, foundations of education, foundations of special education, and health promotion. Students will be advised accordingly. It is expected that many students will need at least a few of the following courses:

ECH (0807) 600 Childhood Development

ECH (0807) 601 School and Society

HED (0834) 610 Health Education Training for Teachers (1 credit)

In addition, students are required to take:

SPH (0878) 561 Speech-Language Pathology in a School Setting

and

SPH (0878) 674 Clinical Practice in a School Setting (replaces SPH (0878) 661 in the general master's curriculum). Students must pass the LAST and ATSW prior to SPH (0878) 674. Students must pass the LAST and ATSW prior to SPH (0878) 674 or 675.

Bilingual Extension to the TSSLD*Hy Weinberg Center - Room 125*Fran Redstone, *Program Coordinator*

p – (516) 877-4776

f – (516) 877-4783

e – redstone@adelphi.edu

Students wishing to pursue this teacher credential must complete all TSSLD requirements, pass the NYS BEA proficiency exam and complete the following academic coursework.

The clinical requirement can be met by taking SPH (0878) 675: Clinical Practice in a Bilingual School Setting (in place of SPH (0878) 674 in the TSSLD program) or with one year full-time work experience with bilingual children, as per New York State guidelines.

EBE (0804) 600* Foundations of Bilingual and Multicultural Education

or

EBE (0804) 605* Foundations of Bilingual Special Education

EBE (0804) 601 TESOL I

EBE (0804) 610 Methods and Materials in Bilingual Education

EBE (0804) 721 Theories of Second Language Acquisition

*25 hours of required fieldwork

DOCTOR OF ARTS OF COMMUNICATION DISORDERS (60 credits)*Hy Weinberg Center - Room 128*Lawrence J. Raphael, *Program Coordinator*

p – (516) 877-4784

f – (516) 877-4783

e – raphael@adelphi.edu

In 1986, Adelphi University instituted the first Doctor of Arts program in communication disorders in the nation. The Doctor of Arts degree was conceived to emphasize the professional and clinical aspects of the discipline. Its primary objectives are to offer the advanced training needed to prepare leaders in the field of communication disorders and to meet the growing demand for doctoral-level personnel in clinical settings.

Admission and Maintenance: Eligibility and Procedures

The program is open to students who have already completed a master's degree in speech language pathology from an accredited institution of higher education. Admission criteria also include applicants' undergraduate and graduate records. Applications must include three letters of recommendation from (former) instructors and employers.

The Doctor of Arts is a part-time program. Consistent with University policy, students must complete all requirements for the D.A. degree within ten years. Requests for an extension will be considered on an individual basis. Students seeking an extension must petition the Doctoral Program Committee in writing. No more than two one-year extensions can be granted.

Students are expected to conform to the policies and procedures contained in the Doctoral Program Advisement Manual issued by the department of communication sciences and disorders.

Students must register for at least one course each semester (fall and spring) during the academic year. Exceptions to this policy must have the approval of the academic adviser. Registration for SPH (0878) 799 (Continuous Matriculation) is required for every semester during which a student does not register for a course (e.g., after the completion of course requirements). Continuous registration is essential to secure student status within the program, and maintenance of campus privileges. Failure to maintain continuous registration may result in dismissal from the program.

Students seeking a leave of absence must formally petition the Doctoral Program Committee for approval. Leaves of absence will be approved only for substantial cause. The duration of a leave of absence may not exceed one academic year. Students wishing to extend a leave of absence must reapply at the conclusion of its specified term.

Degree Requirements

Course Work

A student must obtain a minimum of 60 credits beyond the master's degree, or its equivalent. Of these 60 credits, a maximum of 12 postmaster's credits may be transferred from other educational institutions upon approval of the doctoral faculty. The student must apply for the doctoral qualifying examination upon completion of 30 credits of required course work.

Grading Policy

If doctoral students receive a grade of C+ or lower in a course, they may no longer continue in the program.

Qualifying Examination

A qualifying exam will be given to determine candidacy. The qualifying exam will consist of series of three related scholarly essays, each written under the supervision of a member of the doctoral faculty. After the essays have been approved, they will be distributed to the faculty.

The student will then be given an oral examination before the doctoral faculty. Successful completion of the exam will advance the student to candidacy. Students who do not complete the oral examination successfully will be allowed to take it a second time.

Research Tools

Students must demonstrate proficiency in one of the following areas:

1. *Foreign Language:* Demonstration of competence in translating a research article into English from a foreign language. Student's major adviser upon consultation with the doctoral faculty will choose the article.
2. *Instrumentation:* Demonstration of competence in using a variety of instruments to measure acoustic, physiological, and perceptual behaviors of normal and/or disordered populations.

3. *Computer Programming*: Demonstration of competence in developing a computer program suitable for use in an experimental design with a normal and/or a clinical population.
4. *Advanced Statistical Design*: Demonstration of competence in employing an advanced statistical design to process data gathered from an experimental or descriptive study of a clinical or normal population.
5. *Research Design*: Demonstration of competence in developing a research design for an experimental or descriptive study of a clinical or normal population.

Research Requirement—Dissertation

A doctoral dissertation is required, based on substantive research into a specific topic relevant to the discipline of speech-language pathology. The dissertation may be descriptive or experimental in nature. The candidate will develop the topic of the dissertation under the guidance of a major adviser and two other faculty members. These three faculty members will constitute the candidate's dissertation committee. The committee must approve a written proposal for the dissertation study before the candidate commences work on it. An outside reader, agreed upon by the candidate and the dissertation committee, will be invited to read the completed study. The outside reader may come from another department within Adelphi University or from an outside institution.

A successful oral defense of the dissertation before the dissertation committee, the outside reader, and the full doctoral faculty is required for the completion of the degree. At the oral defense, the dissertation committee will determine if the dissertation should be accepted as written, accepted with minor revisions (to be approved by the major adviser only), accepted with major revisions (to be approved by the full dissertation committee and outside reader), or not accepted. If the dissertation is not accepted, the dissertation committee will afford the candidate the opportunity to re-write the study for re-approval before defending it again.

Plan of Study

Courses are three credits unless noted otherwise.

A minimum of 42 credits of the following courses is required:

SPH (0878) 700 Language and Thought

SPH (0878) 710 Advanced Anatomy, Physiology, and Theories: The Auditory Mechanism
or

SPH (0878) 711 Advanced Anatomy, Physiology, and Theories: The Speech Mechanism

SPH (0878) 712 Neurological Bases of Speech

SPH (0878) 713 Otolaryngological Aspects of Speech Pathology and Audiology

SPH (0878) 720 Experimental Phonetics

SPH (0878) 721 Instrumentation

SPH (0878) 740 Seminar in Current Issues: Research Trends in Speech Pathology and Audiology

SPH (0878) 741 Seminar in Current Issues: Research Trends in Speech Pathology and Audiology

SPH (0878) 800 Advanced Seminar in Differential Diagnosis of Communicative Disorders

SPH (0878) 801 Theoretical Foundations of the Remediation of Language Disorders in Children and Adults

SPH (0878) 805 Professional Seminar in Audiology

SPH (0878) 831 Seminar in Prosthetic Amplification

SPH (0878) 860* Clinical Practice in Hospitals and Rehabilitation Centers (2 credits)

SPH (0878) 861* Clinical Practice in Educational Settings (2 credits)

SPH (0878) 862* Clinical Practice in Community Service Centers (2 credits)

SPH (0878) 863* Clinical Practice in Supervision Administration (2 credits)

SPH (0878) 864 Practicum in College Teaching (2 credits)

SPH (0878) 890 Independent Study

SPH (0878) 895 Doctoral Thesis Seminar

SPH (0878) 896 Thesis Research (1 credit)

SPH (0878) 897 Thesis Research (1 credit)

SPH (0878) 898 Thesis Research (1 credit)

SPH (0878) 899 Thesis Research (1 credit)

PSI (0503) 644 Advanced Psychological Statistics

**A minimum of six credits in three different areas*

Elective Courses

Courses are three credits unless noted otherwise.

SPH (0878) 672 Communication Systems for Individuals with Severe Disability

ELY (0802) 602 The Reading-Writing Connections

EBE (0804) 600 Foundations of Bilingual and Multicultural Education: Theory and Practice

EEC (0810) 630 Human Development, Cognition, and Teaching

EDU (0801) 721 Theories of Second Language Acquisition

SPH (0878) 832 Management of the Acoustically Handicapped

BIO (0105) 630 Selected Topics in Biology

BIO (0105) 631 Selected Topics in Biology

PSI (0503) 610 Freud and Psychoanalysis

PSI (0503) 645 Design and Analysis of Experiments

LIN (0142) 601 Structural Linguistics

THE DOCTOR OF AUDIOLOGY (Au.D.) PROGRAM (89 credits)

Hy Weinberg Center - Room 122

Yula C. Serpanos, Ph.D., Program Coordinator

p – (516) 877-4774

f – (516) 877-4783

e – serpanos@adelphi.edu

DOCTOR OF AUDIOLOGY CONSORTIUM MISSION STATEMENT

The Doctor of Audiology Program is offered through the Long Island Consortium of Adelphi, Hofstra and St. John's Universities. The mission of the AuD Consortium is to prepare students to be professional, knowledgeable, competent, and compassionate clinicians who are able to utilize evidence-based practice by integrating research principles

and findings into their professional practice. Students will gain a strong appreciation for the connections between the scientific bases of the discipline and its clinical practices. It is our goal to produce highly skilled practitioners with the ability to perform the wide variety of diagnostic, remedial, and other critical services within the scope of practice for audiologists, while maintaining sensitivity to cultural and linguistic diversity.

The program is a four-year full-time course of academic and clinical training, in which students complete a minimum of 89 semester hours of post-baccalaureate study. The curriculum includes course work and clinical practicum experiences in all aspects of audiologic practice. In addition, a clinical research project proposal is required of each student.

Students attend classes on each campus but at least one-third of the credits needed to earn the Au.D. must be taken at the home university. The home institution is responsible for maintaining student transcripts, providing advisement, and for monitoring ASHA certification and New York State licensing requirements. The home institution will award the degree, noting that it was completed in conjunction with the two other universities in the consortium. Students may request a home institution, but the Audiology Faculty Council reserves the right to assign students to another campus to balance enrollment among the participating universities, as needed.

**Tuition and fees for the Au.D. program are set at the highest prevailing rate among the member institutions regardless of the home institution.*

Accreditation

The clinical doctoral program offered by the Long Island Au.D. Consortium of Adelphi, Hofstra, and St. John's Universities is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association (ASHA) through January 31, 2013. Any questions concerning accreditation may be addressed to the program directors, the Au.D. program coordinator, or the CAA at 301.296.5700.

Program Statistics: 2009 - 2010

- 18 of 18 (100%) students of the Long Island Doctor of Audiology Consortium program passed the Praxis Examination in Audiology, exceeding the national pass rate of 80%
- 15 of 15 students (100%) completed the program within the expected time frame
- 15 of 15 students (100%) were employed within a few months of graduation

Admission

Admission is determined by the Audiology Faculty Council, which is composed of faculty and staff from each participating university. The application is submitted through Adelphi University, and requires an official transcript from all schools attended (minimum overall GPA of 3.0), GRE scores, three letters of recommendation, and a 300-word essay describing why the individual wants to pursue a doctoral degree. An interview is required of all students being considered for admission to the program.

Applications are due by February 1 (fall admission only). Applications completed by the priority date are guaranteed a decision for the fall semester. Applications completed thereafter will be considered on a case-by-case basis.

Students who have a bachelor's degree in a major area other than communication sciences and disorders are required to complete the following six prerequisite courses prior to admission:

- Phonetics
- Anatomy and Physiology of the Speech and Hearing Mechanism
- Speech and Language Development
- Speech and Hearing Sciences
- Speech and Language Disorders
- Introduction to Audiology

In addition, requirements for ASHA certification include courses in the following areas, which must be completed prior to applying for ASHA certification:

- Physical Sciences
- Biological Sciences
- Social Sciences
- Mathematics/Statistics

Advisement

Students' progress through the program is monitored through academic advisement, assessment of educational and clinical performance, and competency-based evaluations administered to students at the end of the second and third years.

During the first three years of the program, students take academic and clinical courses. A clinical research project proposal is completed by the end of the third year. During the fourth year of the program, students complete a full-time clinical externship (AUD (0879) 570).

Graduation

Students will receive a diploma from their home institution upon successful completion of the Au.D. degree requirements. The diploma will note that the degree was awarded in conjunction with the other two universities in the consortium.

Program of Study

Consistent with the 2007 Standards for the Certificate of Clinical Competence in Audiology (CCC-A) described by ASHA, the program of study for the Au.D. consists of a minimum of 89 post-baccalaureate semester credit-hours of academic course work including a minimum of 12 months' full-time equivalent of supervised clinical practicum in the requisite areas of foundations of practice, prevention and identification, evaluation, and treatment of hearing.

Plan of Study

Courses are three credits unless noted otherwise.

Fall Semester Year I

AUD (0879) 501	Advanced Audiology
AUD (0879) 502	Research Methods
AUD (0879) 503	Anatomy, Physiology and Neurology of the Auditory Vestibular System
AUD (0879) 505	Psychoacoustics
AUD (0879) 560	Clinical Instruction in Audiology (2 credits)

Spring Semester Year I

AUD (0879) 504	Auditory Pathologies
AUD (0879) 506	Genetics of Communication Disorders
AUD (0879) 508	Electronics and Instrumentation
AUD (0879) 510	Amplification I
AUD (0879) 561	Clinical Practicum in I (2 credits)

Summer Semester

AUD (0879) 561	Clinical Practicum in I (<i>Cont'd</i>)
----------------	---

Fall Semester Year II

AUD (0879) 507	Aural Rehabilitation
AUD (0879) 509	Speech-Language Pathology for Audiologists
AUD (0879) 512	Electrophysiology I
AUD (0879) 514	Amplification II
AUD (0879) 562	Clinical Practicum II

Spring Semester Year II

AUD (0879) 513	Electrophysiology II
AUD (0879) 511	Pediatric Audiology
AUD (0879) 515	Deafness
AUD (0879) 516	Central Auditory Processing Disorders
AUD (0879) 563	Clinical Practicum III

Summer Session Year III

Electives (3 credits)

Fall Semester Year III

AUD (0879) 517	Advanced Research Seminar
AUD (0879) 518	Electrophysiology III
AUD (0879) 519	Cochlear Implants
AUD (0879) 520	Grand Rounds in Otology
AUD (0879) 564	Clinical Practicum in Audiology IV (1 credit)

Spring Semester Year III

AUD (0879) 521	Amplification III
AUD (0879) 522	Current Issues in Vestibular Practice
AUD (0879) 523	Leadership and Supervision in Clinical Audiology Programs
AUD (0879) 546	Pharmacology/Ototoxicity
AUD (0879) 565	Clinical Practicum V

Fall and Spring Semesters Year IV

AUD (0879) 570	Clinical Externship in Audiology
----------------	----------------------------------

Electives (*students take up to 6 credits, by advisement*)*Electives are 1 credit each*

AUD (0879) 540	Early Intervention
AUD (0879) 541	Neurophysiologic Intraoperative Monitoring
AUD (0879) 542	Forensic Audiology
AUD (0879) 544	Business Practices in Audiology
AUD (0879) 545	Industrial Audiology
AUD (0879) 547	Cerumen Management
AUD (0879) 548	Communication Processes in Aging
AUD (0879) 549	Counseling in Audiology
AUD (0879) 601	Clinical Project
AUD (0879) 700	Special Topics

DEPARTMENT OF HEALTH STUDIES, PHYSICAL EDUCATION AND HUMAN PERFORMANCE SCIENCE

A bachelor's in health studies or physical education is recommended for admission to candidacy but, it is not required. When candidates have a degree in another area, they may apply to the Health or Physical Education GATE Program to complete the M.A. degree with Teacher Certification.

Twelve credits in professional education, literacy, special education, language and fieldwork, are required in addition to student teaching for those seeking New York State Certification. The passing of all state tests is required for New York State Teacher Certification.

Health Studies Programs**MASTER OF ARTS IN HEALTH EDUCATION (PreK–12)**

There are two programs available to this program.

- The GATE Program is open to students holding no certification in health education.
- The regular Master's is open to *students who already have initial/provisional teacher certification in health education*

Candidates for the Master of Arts in Health Education should have an undergraduate background in health or health-related areas. When candidates have degrees in other areas

they may be required as part of the program to complete course work in addition to the requirements of the graduate program: human biology (anatomy and physiology), health-related courses, and education courses.

MASTER OF ARTS IN HEALTH EDUCATION

Graduate Alternative Teacher Education (GATE) Program in Health

(37–52 credits)

Woodruff Hall - Room 169

Stanley Snegroff, *Program Coordinator*

p – (516) 877-4283

f – (516) 877-4258

e – snegroff@adelphi.edu

For students without prior certification in health education

GATE provides an alternative track for both initial and professional certification. Students without prior certification in health education may enter the Master of Arts program in health education. In such cases, prior course work and experience will be evaluated with respect to its comparability with required course work. Where there are weaknesses additional course work may be necessary.

(Note that the required courses were selected with regard to the implementation of the New York State Standards. If students have strengths or course work that are not listed in the corequisite category, substitutions may be made.)

Plan of Study

Courses are three credits unless noted otherwise.

Required Courses (28–34 credits)

HED (0834) 601 Contemporary Health Issues

HED (0834) 602 Research and Technology in Health Education

HED (0834) 603 Mind/Body Dimensions in Health

HED (0834) 607 Health Promotion for Children and Adolescents

HED (0834) 621 Teaching Human Sexuality (*Prerequisite: HED (0834) 604*)

HED (0834) 627 School Health Program and Policies

HED (0834) 650 Health and Cultural Diversity

HED (0834) 701 Substance Abuse Prevention (*Prerequisite: HED (0834) 501*)

HED (0834) 703 Dynamics of Teaching Health (*Prerequisite: 12 health credits*)

HED (0834) 792 Fieldwork Internship

Education Requirements (if needed)

EDS (0805) 601 School and Society

ECH (0807) 600 Childhood Development

Electives/Corequisites (minimum 9 credits depending on previous academic experience)

Comparable courses and other academic experiences may be substituted.

HED (0834) 501 Dynamics of Substance Abuse (0204)
 HED (0834) 505 Multidimensional Aspects of Stress
 HED (0834) 506 Health and Nutrition
 HED (0834) 520 Special Topics
 HED (0834) 571 Health Issues for Elementary School Educators
 HED (0834) 604 Aspects of Human Sexuality
 HED (0834) 605 Issues in Community Health
 HED (0834) 653 Environmental Health
 HED (0834) 654 Mass Communication in Health Educators
 HED (0834) 702 Intervention Techniques for Health Educators
 HED (0834) 791 Independent Study
 BIO (0105) 203/BIO (0105) 204 Anatomy/Physiology

Note 1: Evaluation of and credit for comparable course work may reduce certification credits needed; however, M.A. degree requires a minimum of 37 credits in 500 level courses and above. Student teaching (EDU (0801) 538) does not count towards the M.A. degree.

Note 2: Field Experience required for students who do not have appropriate prior teaching experience working with children in health education. These experiences will be selected and scheduled with the students' adviser and the Coordinator of the Teacher Preparation Program.

Note 3: Some courses in the program may be taken for noncredit with permission.

THE MASTER OF ARTS IN HEALTH EDUCATION (*minimum 36 credits*)

Woodruff Hall, Room 169

Stanley Snegroff, *Program Director*

p – (516) 877-4283

f – (516) 877-4258

e – snegroff@adelphi.edu

For students who already have initial/provisional teacher certification in health education

Plan of Study

Courses are three credits unless noted otherwise.

Required Courses (minimum 27 credits)

HED (0834) 601 Contemporary Health Issues
 HED (0834) 602 Research and Technology in Health Education
 HED (0834) 603 Mind/Body Dimensions in Health
 HED (0834) 607 Health Promotion for Children and Adolescents
 HED (0834) 621 Teaching Human Sexuality
 HED (0834) 627 School Health Programs and Policies

HED (0834) 650 Health and Cultural Diversity
 HED (0834) 701 Substance Abuse Prevention
 HED (0834) 703 Dynamics of Teaching Health

Electives in Health Education or Other Fields (*minimum 9 credits*)

HED (0834) 501 Dynamics of Substance Abuse
 HED (0834) 505 Multidimensional Aspects of Stress
 HED (0834) 506 Health and Nutrition
 PED (0852) 509 Health Related Fitness Education
 HED (0834) 520 Special Topics in Health Education
 HED (0834) 571 Health Issues for Elementary School Educators
 HED (0834) 604 Aspects of Human Sexuality
 HED (0834) 605 Issues in Community Health
 HED (0834) 653 Environmental Health
 HED (0834) 654 Mass Communication in Health
 HED (0834) 702 Intervention Techniques for Health Educators
 HED (0834) 791 Independent Study

Note: Required and elective courses listed above are for students seeking professional certification in health education. Students will be reviewed as to their experience and course work. Where they have adequate course work at the undergraduate level, they will be waived from that requirement and allowed to take additional electives at the advanced level in health education or in related fields, such as community health, exercise science, nutrition, environmental health, or physical education.

THE MASTER OF ARTS IN COMMUNITY HEALTH PROMOTION

(37 credits) Does not lead to teacher certification

Woodruff Hall, Room 169

Stanley Snegroff, Program Director

p – (516) 877-4283

f – (516) 877-4258

e – snegroff@adelphi.edu

The Master of Arts in community health promotion is a 37 credit program, 25 credits in required courses and 12 credits in elective courses (depending on the candidate's prior course work and experience), designed to prepare community health promotion specialists. This program prepares students to meet the expanding need for health education professionals capable of working with the community in a variety of public, private, and professional settings.

Plan of Study

Courses are three credits unless noted otherwise.

HED (0834) 601 Contemporary Health Issues

HED (0834) 602 Research and Technology in Health Education
HED (0834) 603 Mind/Body Dimensions in Health
HED (0834) 605 Issues in Community Health
HED (0834) 650 Health and Cultural Diversity
HED (0834) 654 Mass Communication for Health Educators
HED (0834) 750 Community Health Education: Planning and Implementation
HED (0834) 751 Fieldwork Internship in Community Health Promotion (4 credits)

Electives (health or health related)

(minimum 9 credits)

General Electives in Health

HED (0834) 501 Dynamics of Substance Abuse
HED (0834) 505 Multidimensional Aspects of Stress
HED (0834) 506 Health and Nutrition
HED (0834) 520 Special Topics in Health Education
HED (0834) 571 Health Issues for Elementary School Education
HED (0834) 604 Aspects of Human Sexuality
HED (0834) 607 Health Promotion for Children and Adolescents
HED (0834) 621 Teaching Human Sexuality
HED (0834) 653 Environmental Health
HED (0834) 701 Substance Abuse Prevention
HED (0834) 702 Intervention Techniques for Health Educators
HED (0834) 703 Dynamics of Teaching Health
HED (0834) 791 Independent Study

Physical Education Programs

Woodruff Hall, Room 168

Ronald Feingold, *Chair*

p – (516) 877-4764

f – (516) 877-4258

e – feingold@adelphi.edu

The Department offers a Master of Arts in Physical Education in three tracks:

1. For students who have NYS Initial Certification in Physical Education
2. For students who don't have NYS Teachers Certification
3. For students who have NYS Initial Certification in Physical Education and would like to specialize in Adapted Physical Education

MASTER OF ARTS IN PHYSICAL EDUCATION (33–36 credits)**Graduate Alternative Teacher Education (GATE)**

For students who already have initial New York State teacher certification in physical education. (21 credits must be in physical education.)

Plan of Study

Courses are three credits unless noted otherwise.

Required Courses (18 credits)

PED (0852) 508 Technology of Health and Physical Education

PED (0852) 509 Health Related Fitness Education

PED (0852) 641 Social Foundations of Physical Education

PED (0852) 650 Research and Design of Experiments

PED (0852) 652 Curriculum Analysis

PED (0852) 653 Motor Learning

PED (0852) 656 Teaching Analysis

Electives in Physical Education or Other Fields (15–18 credits, including 1–3 credit internship)

PED (0852) 500 Organization and Principles of Coaching

PED (0852) 501 Scientific Foundations of Physical Activity

PED (0852) 502 Care and Prevention of Injuries

PED (0852) 509 Health-Related Fitness Education

PED (0852) 525 Curriculum and Methods in Physical Education

PED (0852) 550 Special Topics Workshops in Physical Education —Adapted, Exercise Science, Teaching, Sports Management, and Leadership Development (*Meets violence prevention requirement*)

PED (0852) 560 Clinical Aspects of Work Physiology

PED (0852) 621 Lab Investigations in Work Physiology

PED (0852) 563 Adult Fitness Programming

PED (0852) 564 Nutrition and Physical Activity

PED (0852) 565 Medical Aspects of Sport

PED (0852) 566 Principle of Exercise Prescription

PED (0852) 568 Cardiac Rehabilitation

PED (0852) 630 Psychology of Sport

PED (0852) 632 Introduction to Sports Management

PED (0852) 633 Sport Marketing

PED (0852) 634 Sport Alliances and Sponsorships

PED (0852) 636 Athletic Administration

PED (0852) 637 Organization and Administration in Physical Education

PED (0852) 638 Sports in American Culture

PED (0852) 639 Introduction to Sports Law

PED (0852) 641 Social Foundations of Physical Education

PED (0852) 643 Movement Experience for Elementary School

- PED (0852) 644 Sport Economics
- PED (0852) 645 Sport Licensing and Merchandising
- PED (0852) 647 Public Relations in Sport
- PED (0852) 652 Curriculum Analysis
- PED (0852) 658 Neuromuscular Aspects of Human Performance
- PED (0852) 670 Physical Education for Developmental & Learning Disabled
- PED (0852) 671 Physical Education for the Exceptional Child
- PED (0852) 673 Evaluation of Special Populations (*prerequisites required*)
- PED (0852) 676 Physical Education for Physically Disabled Individuals
- PED (0852) 680 Advanced Topics in Physical Education
- PED (0852) 792 Internship (*1–3 credits*)
- PED (0852) 794 Fieldwork: Physical Education for the Developmental & Learning Disabled
- PED (0852) 799 Advanced Practicum in Physical Education

***Please Note:** The required and elective courses listed above are for students seeking professional certification in physical education. Each student will be reviewed as to his or her experience and course work. Where they have a comparable course at the undergraduate level, they will be waived from that requirement and allowed to take additional electives at the advanced level in physical education or in related fields, such as exercise science, sports management, adapted physical education, or health education.*

Departmental Electives in Elementary Physical Education

- PED (0852) 509 Health Related Fitness Education
- PED (0852) 643 Movement Experience for Elementary School
- PED (0852) 680 Advanced Topics in Physical Education: Innovative Activities in Elementary School

Departmental Electives in Exercise Physiology/Sports Medicine

- PED (0852) 618-619 Advanced Exercise Physiology I and II
- PED (0852) 560 Clinical Aspects Work Physiology
- PED (0852) 621 Laboratory Investigations in Work Physiology
- PED (0852) 563 Adult Fitness Programming
- PED (0852) 564 Nutrition and Physical Activity
- PED (0852) 565 Medical Aspects of Sport
- PED (0852) 566 Principle of Exercise Prescription
- PED (0852) 568 Cardiac Rehabilitation
- PED (0852) 558 Neuromuscular Aspects of Human Performance
- PED (0852) 680 Advanced Topics in Physical Education: School Sports Medicine

Departmental Electives in Adapted Physical Education

- PED (0852) 670 Physical Education for Developmental & Learning Disabled
- PED (0852) 671 Physical Education for the Exceptional Child (*prerequisite to all below*)
- PED (0852) 676 Physical Education for Physically Disabled Individuals
- PED (0852) 680 Advanced Topics in Physical Education: Sensory Impairment, and Motor Development: Normal and Abnormal

PED (0852) 794 Fieldwork: Physical Education for the Developmental and Learning Disabled

Note: PED (0852) 650, 653, 671 are prerequisites to PED (0852) 670, 673, 676, 680.

PED (0852) 680 Motor Development: Normal and Abnormal (*required*)

PED (0852) 794* Fieldwork: Physical Education for the Developmental and Learning Disabled

**Taught as independent study.*

Departmental Electives in Sport Management

PED (0852) 630 Psychology of Sport

PED (0852) 632 Introduction to Sports Management

PED (0852) 633 Sport Marketing

PED (0852) 634 Sports Alliances and Sponsorships

PED (0852) 636 Athletic Administration

PED (0852) 637 Organization and Administration of Physical Education

PED (0852) 638 Sport in American Culture

PED (0852) 639 Introduction to Sports Law

PED (0852) 644 Sport Economics

PED (0852) 645 Sport Licensing and Merchandising

PED (0852) 648 Leisure/Recreation Facilities Management

Departmental Electives in Coaching

PED (0852) 500 Organization and Principles of Coaching

PED (0852) 501 Scientific Foundations of Physical Activity

PED (0852) 502 Care and Prevention of Injuries

PED (0852) 564 Nutrition and Physical Activity

PED (0852) 630 Psychology of Sports

PED (0852) 638 Sport in American Culture

PED (0852) 639 Introduction to Sports Law

MASTER OF ARTS IN PHYSICAL EDUCATION (66 credits)

Graduate Alternative Teacher Education (GATE) Program

For students who do not already have New York State teacher certification.

GATE provides an alternative track for both initial and professional certification. Students without prior certification in Physical Education may enter the program. All students must achieve the minimum grade of C– or better in all undergraduate and graduate course work. A minimum GPA of 3.0 must be achieved for entrance to student teaching and graduation. Their prior course work and experiences will be evaluated in regard to comparability. Where there are weaknesses additional course work may be necessary. (*Note that the required courses were selected with regard to the implementation of the New York State Standards. If students have strengths or course work that are not listed in the corequisite category, substitutions may be made.*)

Plan of Study

Courses are three credits unless noted otherwise.

Specialization Core: Physical Education Content (51 credits)

(48 credits PED (0852) Specialized; 3 credits for PED (0852) 656 counted as EDU (0801)

PED (0852) 461 Kinesiology

PED (0852) 463 Physiology of Exercise

PED (0852) 495 Methodological Foundations of Physical Activity/Tumbling

PED (0852) 495 Methodological Foundations of Physical Activity/Rhythms

PED (0852) 501 Scientific Foundations of Physical Activity

PED (0852) 505 Professional Seminar

PED (0852) 508 Technology of Health and Physical Education

PED (0852) 509 Health-Related Fitness Education

PED (0852) 641 Social Foundations of Physical Education

PED (0852) 643 Movement Experience for Elementary School

PED (0852) 650 Research and Design of Experiments

PED (0852) 652 Curriculum Analysis

PED (0852) 653 Motor Learning

PED (0852) 656 Teaching Analysis (*counts as EDU (0801) credit for NYS*)

PED (0852) 671 Physical Education for the Exceptional Child

PED (0852) 792 Internship

Education Foundations

(18–24 credits including PED (0852) 656, add literacy and language course)

PED (0852) 525 Curriculum and Methods in Physical Education

ECH (0807) 600 Childhood Development

ECH (0807) 601 School and Society

PED (0852) 536 Student Teaching: Physical Education (*6 credits*)

ELY (0802) 530 Literacy in HPE

Special Workshops and Seminars (non credit)

Fees are required for each noncredit workshop/ seminar. Workshops and seminars include: Project Adventure (ropes course); Child Abuse; Violence Prevention; and Anatomy/ Physiology.

Note 1: *First Aid and CPR or PED (0852) 167 is required prior to PED (0852) 525, PED (0852) 792 and/or PED (0852) 536.*

Note 2: *Evaluation of, and credit for, comparable course work may reduce certification credits needed; however, the M.A. degree requires a minimum of 33 credits in 500-level courses and above. Student teaching (PED (0852) 536) does not count towards the M.A. degree.*

Note 3: Field Experience Requisite—*Students who do not have appropriate prior experience working with children in physical activity-based contexts will be required to do so. These experiences will be selected and scheduled through close advisement with the students' adviser and the coordinator of the teacher preparation program.*

Note 4: *Some courses in the program may be taken for noncredit with permission.*

MASTER OF ARTS IN PHYSICAL EDUCATION (36 credits)**Graduate Alternative Teacher Education (GATE)***Specialization: Teaching Adapted Physical Education**Woodruff Hall - Room 165*Ellen M. Kowalski, *Director*

p – (516) 877-4265

f – (516) 877-4258

e – kowalski@adelphi.edu

Program Description

The department offers a course of study leading to an M.A degree in physical education with a specialization in adapted physical education. Based on prior certification in K–12 physical education, the 36 credit program is designed to prepare teachers as specialists in adapted physical education and to work with students with disabilities in a variety of school-based environments. Additional coursework may be necessary for those entering the program without certification in physical education. Graduates of the program will receive an M.A. degree in physical education with a certificate of specialization in adapted physical education. Students with a master’s degree in physical education may wish to obtain the certificate of specialization without pursuing another degree. In this case, the student is required to complete the specialization requirements (minimum 18-21 credits).

Plan of Study*Courses are three credits unless noted otherwise.***Core (Required)** (12 credits)

PED (0852) 508 Technology of Health and Physical Education

PED (0852) 650 Research and Design of Experiments

PED (0852) 653 Motor Learning

PED (0852) 671 Physical Education for the Exceptional Child

*PED (0852) 671 is prerequisite to all other courses in this specialization***Adapted Physical Education Specialization (Required)** (18 credits)

PED (0852) 670 Physical Education for Developmental and Learning Disabled

PED (0852) 673 Evaluation of Special Populations (*required*)

PED (0852) 676 Physical Education for Physically Disabled Individuals

PED (0852) 680 Advanced Topics in Physical Education: Infant and Early Childhood

Adapted Physical Education; Sensory Impairment, and Motor Development: Normal and Abnormal (*required*)PED (0852) 792 (*Capstone*) Internship (*required*)*Fieldwork:*

PED (0852) 794 Field Work in Adapted Physical Education

Electives (6 credits)**Permission of program director (required)*

EEC (0810) 540 Introduction to Autism Spectrum Disorders

EEC (0810) 705 Team Collaboration

EEC (0810) 700 Families, Culture and Learning
 PED (0852) 643 Movement Experience for Elementary School
 EEC (0810) 600 Intro to Special Education
 EEC (0810) 560 Managing Inclusive environments
 PED (0852) 550 Special Topics: Workshops in Physical Education
 SPE (0876) 521 Sign Language

MASTER OF SCIENCE IN EXERCISE SCIENCE (36 credits)

Woodruff Hall - Room 068

Robert M. Otto, Ph.D., *Program Director*

p – (516) 877-4276

f – (516) 877-4258

e – otto@adelphi.edu

The Department of Health Studies, Physical Education and Human Performance Science offers graduate programs leading to a Master of Science Degree in Exercise Science. The program is designed to prepare students to work with a wide variety of populations including high level athletes, as well as people who are diagnosed with cardiovascular, pulmonary, neurological, orthopedic and metabolic problems.

Graduates of the Exercise Science Program go on to careers in Clinical Exercise Physiology, Cardiac Rehabilitation, Personal Training, and Strength and Conditioning. Some pursue doctoral degrees in Allied Health, Medical School, and Exercise Physiology. Candidates for admission to the Exercise Science Program must possess a four year undergraduate degree and have completed the following pre-requisite courses: Human Anatomy and Physiology, (8 credits) Exercise Physiology and Kinesiology. An interview may be required. The program is 36 credits and may be taken on a full-time or part-time basis. Learning objectives for the American College of Sports Medicine Registered Clinical Exercise Physiologist are included in the course work. Degree candidates must maintain a minimum of a 3.0 GPA.

Optional emphasis in adult fitness/cardiac rehabilitation, research, or sports medicine. (*See adviser for specific program of studies.*)

Program in Exercise Physiology

Prerequisites (6 credits)

PED (0852) 461 Kinesiology

PED (0852) 463 Physiology of Exercise

Core (15 credits)

PED (0852) 558 Neuromuscular Aspects of Human Performance

PED (0852) 560 Clinical Aspects of Work Physiology

PED (0852) 618 Advanced Exercise Physiology I

PED (0852) 619 Advanced Exercise Physiology II

PED (0852) 650 Research and Design of Experiments

Emphasis (9–15 credits)

- PED (0852) 550 Workshop in Physical Education
- PED (0852) 563 Adult Fitness Programming
- PED (0852) 564 Nutrition and Physical Activity
- PED (0852) 566 Principle of Exercise Prescription
- PED (0852) 568 Cardiac Rehabilitation
- PED (0852) 621 Laboratory Investigation in Work Physiology

Electives (3–9 credits)

Besides courses listed above, additional electives follow:

- PED (0852) 550 Workshops in Physical Education: Foot Injuries, Back Injuries, Exercise Prescription for Special Populations, Administrative Corporate Fitness, and Pulmonary Function
- PED (0852) 654 Biomechanics
- PED (0852) 565 Medical Aspects of Sport
- PED (0852) 680 Advanced Topics in Physical Education: Sports Medicine

Internship (3 credits)

MASTER OF SCIENCE IN SPORT MANAGEMENT

Woodruff Hall - Room 175

Gregg Letter, Program Director

p – (516) 877-4289

f – (516) 877-4258

e – letter@adelphi.edu

The Department of Health Studies, Physical Education and Human Performance Science also offers graduate programs leading to a Master of Science Degree in Sport Management. Specialized tracks include sport marketing, sport communication and athletic leadership/administration.

Program in Sport Management (36 credits)

Optional emphasis in the school/college or professional/business sector.

Plan of Study

Courses are three credits unless noted otherwise.

Required Core Courses (15 credits)

- PED (0852) 508 Technology of Health and Physical Education
- PED (0852) 632 Introduction to Sports Management
- PED (0852) 633: Sport Marketing
- PED (0852) 638 Sports in American Culture
- PED (0852) 650 Research and Design of Experiments

Sport Management Electives (9–15 credits)

- PED (0852) 500 Organization and Principles of Coaching
- PED (0852) 630 Psychology of Sport
- PED (0852) 634 Sport Alliances and Sponsorship
- PED (0852) 636 Athletic Administration
- PED (0852) 637 Organization and Administration of Physical Education
- PED (0852) 639 Introduction to Sports Law
- PED (0852) 644 Sport Economics
- PED (0852) 645 Sport Licensing and Merchandising
- PED (0852) 647 Public Relations in Sport
- PED (0852) 648 Leisure/Recreation Facilities Management
- PED (0852) 680 Advanced Topics in Physical Education: Sport and Media, Event Management

Business Electives (3–9 credits)

- BUS (0204) 689 Persuasive Communications and Negotiation
- MGT (0210) 561 Management Theory/ Organizational Behavior
- MGT (0210) 666 Leadership
- MGT (0210) 770 Management of Technology
- MKT (0212) 580 Marketing Management
- MKT (0212) 582 Creative Problem Solving
- MKT (0212) 780 Marketing Research
- MKT (0212) 785 New Product Management
- MKT (0212) 787 Consumer Behavior

Internship (3–6 credits)

**Note that there are optional tracks connected to the Business MBA and School of Education School Leadership programs available. Contact the Sport Management Program Director, Dr. Greg Letter for further information.*

CERTIFICATE PROGRAMS

Early Childhood Education Program

Harvey Hall, Room 232

Dori Phalen, *Program Director*

p – (516) 877-4025

f – (516) 877-4097

e – phalen2@adelphi.edu

ADVANCED CERTIFICATE IN EARLY CHILDHOOD EDUCATION, Birth through Grade 2 (20 credits)

For full program details, see Master's section on Early Childhood Education.

Candidates must hold a master's degree in a related area and NYS Certification in any teaching area.

Federally Mandated Gainful Employment Disclosure

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at adelphi.edu/about/facts.php

Plan of Study

Prerequisite: EEC (0810) 600 Introduction to Special Education

Courses are three credits unless noted otherwise.

This track requires a total of 20 credits. This track has a prerequisite of 6 credits in literacy AND a 3-credit childhood development course (graduate or undergraduate within 5 years with a grade of B or better).

Exploration and Synthesis Block

(17 credits)

EYC (0814) 650 Facing History: Roots of Early Childhood Education and Foundations for Practice

EYC (0814) 655 Children's Play: A Source of Development and Learning

EYC (0814) 660 Assessment, Observation and Documentation in Early Childhood Settings
(2 credits)

EYC (0814) 665 Artistic and Creative Expression in Young Children *(2 credits)*

EYC (0814) 801 Field Experience and Classroom Management for Uncertified EC Teachers
(4 credits)

Intensives:

Choose a minimum of three one-credit intensives.

EYC (0814) 550 Special Topics

EYC (0814) 551 Speech and Language Development

EYC (0814) 552 The English Language Learner Student

EYC (0814) 553 The Gifted Child
EYC (0814) 555 Block Building
EYC (0814) 556 Sensory Learning

Reflection Block (3 credits)

EYC (0814) 900 Applied Practicum in Early Childhood Settings

Programs in Bilingual Education and TESOL

Harvey Hall, Room 128

Eva Roca, *Program Director*

p – (516) 877-4072

f – (516) 877-4097

e – roca2@adelphi.edu

ADVANCED CERTIFICATE IN TESOL (24 credits)

This program was designed for teachers with valid certification in areas other than TESOL. Candidates must submit pre-clinical practice portfolio (Synthesis Point) to their adviser for clearance.

Note: New York State requires 12 credits of a language other than English for TESOL certification.

Federally Mandated Gainful Employment Disclosure

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at adelphi.edu/about/facts.php

Plan of Study

Prerequisite: EEC (0810) 600 Introduction to Special Education

Courses are three credits unless noted otherwise.

Required Courses (21 credits)

EBE (0804) 600* Foundations of Bilingual and Multicultural Education: Theory and Practice

EBE (0804) 601* TESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom

EBE (0804) 602* TESOL II: Developing Literacy and Technology Skills in Content Areas

EBE (0804) 620 Linguistics for Teachers: Psycho/ Structural Considerations

EBE (0804) 630 Structure of English: Pedagogical Grammar for TESOL

EBE (0804) 720 Assessment Considerations for Bilingual and ESL Populations

EBE (0804) 721 Theories of Second Language Acquisition: Socio/Cultural Considerations

**25 hours of required fieldwork*

Reflective Practice (3 credits)

Candidate must submit graduation portfolio (Reflection Point) to their adviser for clearance.

EBE (0804) 821 Practicum in TESOL for Teachers

Certified in Other Areas (*fall or spring*)

or

EBE (0804) 822 Practicum in TESOL for Teachers Certified in Other Areas (*summer*)

INTENSIVE TEACHER INSTITUTE PROGRAM (ITI-BE/BSE) IN TESOL (15 credits)

This program was designed for General Education or Special Education classroom teachers nominated by a school district administrator to pursue TESOL certification. Applicant's TESOL in-service experience will replace TESOL clinical practice.

Plan of Study

Courses are three credits unless noted otherwise.

Required Courses (15 credits)

EBE (0804) 605* Foundations of Bilingual Special Education

or

EBE (0804) 600* Foundations of Bilingual and Multicultural Education: Theory and Practice

EBE (0804) 601* TESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom

EBE (0804) 602* TESOL II: Developing Literacy and Technology Skills in the Content Areas

EBE (0804) 620 Linguistics for Teachers

EBE (0804) 710 Case Study Development for Bilingual Exceptional Students

or

EBE (0804) 720 Assessment Considerations for ESL and Bilingual Populations

**25 hours of required fieldwork*

ADVANCED CERTIFICATE IN BILINGUAL EDUCATION (24 credits)

This program is for candidates who already hold certification in special education, adolescent, childhood, early childhood, early childhood special education, or literacy education. Candidates in this program will be required to pass the NYSTCE Bilingual Education Assessment (BEA).

Federally Mandated Gainful Employment Disclosure

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at adelphi.edu/about/facts.php

Plan of Study

Courses are three credits unless noted otherwise.

Required Courses (21 credits)

EBE (0804) 600* Foundations of Bilingual and Multicultural Education: Theory and Practice

EBE (0804) 601* TESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom

EBE (0804) 610 Methods and Materials in Bilingual Education: Content Area Considerations

EBE (0804) 611 Methods of Teaching Literacy and Native Language Arts in the Bilingual Classroom

EBE (0804) 620 Linguistics for Teachers: Psycho/Structural Considerations

EBE (0804) 720 Assessment Considerations for ESL and Bilingual Populations

EBE (0804) 721 Theories of Second Language Acquisition: Socio-Cultural Considerations

**25 hours of required fieldwork*

Reflective Practice (3 credits)

EBE (0804) 831 Practicum in Bilingual Education for Certified Teachers

or

EBE (0804) 832 Summer Practicum in Bilingual Education for Certified Teachers

INTENSIVE TEACHER INSTITUTE PROGRAM (ITI-BE/BSE) IN BILINGUAL EDUCATION (15 credits)

This program was designed for General Education or Special Education classroom teachers nominated by a school district administrator to pursue a Bilingual Education Certification. Applicant's in-service bilingual experience will replace bilingual clinical practice.

Courses are three credits unless noted otherwise.

Plan of Study**Required Courses (15 credits)**

EBE (0804) 605* Foundations of Bilingual Special Education

or

EBE (0804) 600* Foundations of Bilingual and Multicultural Education: Theory and Practice

EBE (0804) 601* TESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom

EBE (0804) 610 Methods and Materials in Bilingual Education

EBE (0804) 611 Methods of Teaching Literacy and Language Arts in a Bilingual Classroom

EBE (0804) 710 Case Study Development for Bilingual Exceptional Students

or

EBE (0804) 720 Assessment Considerations for ESL and Bilingual Populations

** 25 hours of required fieldwork*

BILINGUAL EXTENSION TO THE TSSLD CERTIFICATION (12-15 credits)
(Teacher of Students with Speech and Language Disabilities)

This program may be taken concurrently with the Masters program in TSSLD or as a Post Masters Advanced Certificate.

Plan of Study

Courses are three credits unless noted otherwise.

Required Courses (12-15 credits)

EBE (0804) 600* Foundations of Bilingual and Multicultural Education: Theory and Practice

or

EBE (0804) 605* Foundations of Bilingual Special Education

EBE (0804) 601* TESOL I: Developing Literacy and Language Arts Skills in ESL Classrooms

EBE (0804) 610 Methods and Materials in Bilingual Education: Content Area Considerations

EBE (0804) 721 Theories of Second Language Acquisition: Socio/Cultural Considerations

SPH (0878) 675 Clinical Practice in a Bilingual School Setting

**25 hours of required fieldwork*

INTENSIVE TEACHER INSTITUTE PROGRAM (ITI-BSE)
BILINGUAL EXTENSION TO TSSH/TSSLD

This program was designed for bilingual teachers of TSSH/TSSLD, nominated by their supervisor or school administrator to pursue a Bilingual Education Certification. Applicant's in-service bilingual experience will replace SPH (0878) 675 TSSLD Clinical Practice. A Masters is not required for the ITI-BSE bilingual extension program in TSSLD.

Required Courses (12 credits)

EBE (0804) 605* Foundations of Bilingual Special Education

EBE (0804) 601* TESOLI: Developing Literacy and the Language Arts Skills in the ESL classroom

EBE (0804) 610 Methods and Materials in Bilingual Education: Content Area Considerations

EBE (0804) 710 Case Study Development for Bilingual Exceptional Students

or

EBE (0804) 720 Assessment Considerations for ESL and Bilingual Populations

**25 hours of required fieldwork*

POST-MASTER'S BILINGUAL CERTIFICATION EXTENSION FOR SCHOOL SOCIAL WORKERS (16 credits)

The 16-credit Post-Master's Bilingual Extension for School Social Workers Advanced Certificate, leading to the Bilingual Certification Extension, is intended for bilingual individuals who hold an M.S.W. and New York State Certification in School of Socialwork. Candidates for this Advanced Certificate will be required to pass the New York State Teacher Certification's, Bilingual Education Assessment (BEA), and the Child Abuse and Violence Prevention Seminars.

Plan of Study

Courses are three credits unless noted otherwise.

Required Courses (17 credits)

EBE (0804) 600* Foundations of Bilingual and Multicultural Education: Theory and Practice

or EBE (0804) 605* Foundations of Bilingual Special Education

EBE (0804) 610 Methods and Materials in Bilingual Education: Content Area Considerations

SWK (0404) 542 Oppression, Diversity, and the Struggle for Human Rights (4 credits)

SWK (0404) 728 Social Work with Children and Adolescents

SWK (0404) 792 Bilingual-Bicultural Internship (4 credits)

* 25 hours of required fieldwork

INTENSIVE TEACHER INSTITUTE PROGRAM (ITI-BSE) FOR BILINGUAL PUPIL PERSONNEL

Professional Bilingual school social workers, guidance counselors, or school psychologists participating in the ITI-BSe program will follow course requirements listed above with the following exceptions:

- Completion of one year assignment as a Bilingual Pupil Personnel Professional will waive Bilingual internship requirement.

EDUCATIONAL LEADERSHIP ADVANCED CERTIFICATE PROGRAMS

Harvey Hall Room 220

Susan Eichenholtz, *Program Co-Director*

p – (516) 877-4393

f – (516) 877-4097

e – eichenho@adelphi.edu

Harvey Hall, Room 214

Patricia Marcellino, *Program Co-Director*

p – (516) 877-4405

f – (516) 877-4097

e – marcelli@adelphi.edu

Admission requires a master's degree. Also qualifies for New York State Certification or the new license (SBL) School Building Leader or (SDL) School District Leader.

EDUCATIONAL LEADERSHIP

Leads to NYS Administrative Certification in School Building Leaders (30 credits)

Plan of Study

Courses are three credits unless noted otherwise.

Foundation Courses

EDL (0806) 500 School-Based Finance

EDL (0806) 553 Educational Policy

EDL (0806) 554 Research and Evaluation in Schools

EDL (0806) 561 Management Theory and Organizational Behavior

EDL (0806) 590 Ethics, Law, and Technology

EDL (0806) 666 School Leadership

Field Based Courses

EDL (0806) 557 Technology in School Administration *(with 10-hour practicum)*

EDL (0806) 556 Supervision in the Schools *(with 30-hour practicum) (4 credits)*

EDL (0806) 555 Administrative Internship *(320 hours) (5 credits)*

EDUCATIONAL LEADERSHIP

Non Certificate Program (15 credits)

Plan of Study

Courses are three credits unless noted otherwise.

Foundtion Courses

EDL (0806) 533 Computer Based Technology in Education

EDL (0806) 553 Educational Policy

EDL (0806) 561 Management Theory and Organizational Behavior (Schools)

EDL (0806) 590 Ethics, Law and Technology

Field-Based Applied Courses

EDL (0806) 557 Technology in School Administration (10 hour practicum)

SCHOOL DISTRICT LEADER ADVANCED CERTIFICATE PROGRAM (18 credits)

The School District Leader (SDL) Advanced Certification program leads to New York State certification and licensure for school district leader positions such as district superintendent, assistant superintendent, director of pupil personnel services, district technology director

and additional district supervisory positions. This SDL program is designed to bring a multidisciplinary focus and broad perspective to district administrative functions, such as: supervision, leadership development, district governance, financial management of district resources (i.e. human, facilities and material), curriculum innovation and technological initiatives. Through a combination of theory and practice with field-based study, candidates will widen their perspective of district administration in regard to human, technological, informational and budgetary resources.

The 18 credit Advanced Certificate in School District Administration fulfills the programmatic requirements for the New York State School License (SDL). Upon passage of the New York State SDL exam, the SDL Certificate will be conferred by Adelphi University's Ruth S. Ammon School of Education.

Note: Documentation of a minimum of three years full-time work in classroom teaching, and/or professional pupil personnel service experience, PreK-12, and a Master's degree are required for admission into the program.

Plan of Study:

Courses are four credits unless noted otherwise.

EDL (0806) 700 District Leadership & Supervision (*includes 30 hours of field-based work*)

EDL (0806) 705 District-Based Finance (*3 credits*)

EDL (0806) 710 Curriculum Design & Instructional Leadership (*includes 30 hours of field-based work*)

EDL (0806) 720 Administrative Internship 1 (*70 hours of district field-based work required*)

EDL (0806) 721 Administrative Internship 11 (*3 credits and 40 hours of district field-based work required*)

Literacy Education Programs

For more information, see the Master's Program in Literacy Education.

Candidate must hold a master's degree in a related area and New York State certification (or be eligible for same within the program's term) to complete the advanced certificate program. Candidate assumes full responsibility for all tuition and fees incurred. Candidate assumes all responsibility for supplying official documentation, and for meeting all certification requirements as of the date of program completion.

ADVANCED CERTIFICATES IN LITERACY EDUCATION

A candidate must hold a related Master's degree and NYS teacher certification to be eligible for the Post-Master's program.

Note: The following courses are required for students seeking State Certification:

- One course that develops the skills necessary to provide instruction and progress of students with disabilities for students
- One course in Children's Literature or Literature for Young Adults
- One course in the cultural aspects of Literacy

Course selection must be approved by department advisor

Candidates can choose between three programs to obtain certification as a literacy specialist

Courses are three credits unless noted otherwise.

ADVANCED CERTIFICATE IN LITERACY EDUCATION**Birth–Grade 1****Federally Mandated Gainful Employment Disclosure**

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at adelphi.edu/about/facts.php

Plan of Study**Requirements**

ELY (0802) 601 Professional Seminar I (*2 credits*) (*prior or corequisite with ELY (0802) 750*)

ELY (0802) 602 The Reading-Writing Connections

ELY (0802) 603 Literacy in the Middle and Secondary Schools

ELY (0802) 750* Assessing and Addressing Literacy Needs I

ELY (0802) 751** Assessing and Addressing Literacy Needs II

ELY (0802) 753/755 Practicum in Literacy I

ELY (0802) 754/756 Practicum in Literacy II

ELY (0802) 800 Organizing, Supervising and Reforming Literacy Programs

ELY (0802) 801 Professional Seminar II (*1 credit*) (*ELY (0802) 753 prerequisite*)

ADVANCED CERTIFICATE IN LITERACY EDUCATION**Birth–Grade 6** (*18 credits*)**Federally Mandated Gainful Employment Disclosure**

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at adelphi.edu/about/facts.php

Plan of Study

Courses are three credits unless noted otherwise.

Core Requirements

ELY (0802) 601 Seminar in Literacy I (*prior or corequisite with ELY (0802) 750*)

ELY (0802) 602 The Reading-Writing Connection

ELY (0802) 750* Assessing and Addressing Literacy Needs I

ELY (0802) 751** Assessing and Addressing Literacy Needs II

ELY (0802) 753/755 Practicum in Literacy I

ELY (0802) 800 Organizing, Supervising and Reforming Literacy Programs

ELY (0802) 801 Seminar in Literacy II (*ELY (0802) 753 prerequisite*)

ADVANCED CERTIFICATE IN LITERACY EDUCATION **Grades 5–12 (24 credits)**

Courses are three credits unless noted otherwise.

Federally Mandated Gainful Employment Disclosure

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at adelphi.edu/about/facts.php

Plan of Study

Requirements

ELY (0802) 601 Seminar in Literacy I (*prior or corequisite with ELY (0802) 750*)

ELY (0802) 603 Literacy in the Middle and Secondary Schools

ELY (0802) 751** Assessing and Addressing Literacy Needs II

ELY (0802) 753/755 Practicum in Literacy I

ELY (0802) 800 Organizing, Supervising and Reforming Literacy Programs

ELY (0802) 801 Seminar in Literacy II (*ELY (0802) 753 prerequisite*)

***Prerequisites required, please consult with your advisor.*

Early Childhood Special Education Program

Harvey Hall, Room 232

Dori Phalen, Program Director

p – (516) 877-4025

f – (516) 877-4097

e – phalen2@adelphi.edu

For more information, see the Master's Programs in Early Childhood Special Education.

ADVANCED CERTIFICATE IN EARLY CHILDHOOD SPECIAL EDUCATION (22 credits)

This program leads to certification in Students With Disabilities Birth-Grade 2 and to a Certificate of Advanced Graduate Study (C.A.G.S.); it does not provide a degree. The program is intended for candidates who already hold New York State certification in early childhood, have a master's degree (needed for professional or permanent certification), and are seeking additional training and certification.

Program Pre/Corequisite: EEC (0810) 600, or the graduate or undergraduate equivalent within the past 5 years, with a grade of B or better.

Federally Mandated Gainful Employment Disclosure

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at adelphi.edu/about/facts.php

Plan of Study

Courses are three credits unless noted otherwise.

**Fieldwork is required. Please see advisor.*

(ECS (0820) Foundations (10 credits)

ECS (0820) 600* Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants, and Toddlers

ECS (0820) 610* Creating and Maintaining Family Partnerships for Infants and Young Children with Special Needs

ECS (0820) 620* Introduction to Inclusive Early Childhood Special Education: Preschool through Primary

HED (0834) 610 Health Prep for Teachers (1 credit)

(ECS (0820) Advanced Sequence (9 credits)

ECS (0820) Foundations courses must be completed prior to the following:

ECS (0820) 700* Authentic Infant and Early Childhood Identification, Assessment and Progress Evaluation (*Must be taken prior to or concurrently with ECS (0820) 710 and 720*)

ECS (0820) 710* Inclusive Curriculum, Methods and Teaming for Infants and Young Children with Disabilities (*Pre or Corequisite: ECS (0820) 700 and 720*)

ECS (0820) 720* Positive Behavioral Support and Applied Behavioral Analysis: Self, Individual and Group Management in Early Childhood (*Pre or Corequisite: ECS (0820) 700*)

Student Teaching or Practicum and Seminar in Early Childhood Special Education (3 credits)

All ECS (0820) Advanced Sequence Courses must be completed prior.

Either ECS (0820) 840, or 860 Student Teaching I in ECS (0820) and Clinical Seminar or ECS (0820) 880 or 891 Practicum in ECS (0820) and Clinical Seminar

ADVANCED CERTIFICATE IN CHILDHOOD SPECIAL EDUCATION, Grades 1-6 (12-21 credits)

Note: *A Masters Degree and a Current N.Y.S. Certification in Childhood Education is required for entrance into this program.*

This program leads to certification in Students with Disabilities, Grades 1-6

Federally Mandated Gainful Employment Disclosure

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at adelphi.edu/about/facts.php

Plan of Study

Courses are three credits unless noted otherwise.

Prerequisite Courses: *(May Be Taken Concurrently With Foundation 700-Level Courses)*

EEC (0810) 600 Introduction To Special Education* (25 hours)

EEC (0810) 700 Families, Cultures And Learning* (10 hours)

Foundation Core Courses:

EEC (0810) 710 Classroom Management* (25 hours)

EEC (0810) 720 Formal and Informal Methods of Assessment (25 hours)

EEC (0810) 705 Team Collaboration

EEC (0810) 750 Methods of Instruction* (25 hours)

Student Teaching/Reflective Practice *(waived for those who have student taught in an Inclusive setting)*

Completion of all program courses, and passing scores on all required State examinations.

Candidates register for:

EEC (0810) 821 Practicum in Special Education Seminar *(fall or spring)**or*

EEC (0810) 822 is only available to certified teachers who are working full time in regular education)

EEC (0810) 822 Summer Practicum in Special Education

ADVANCED CERTIFICATE - ADOLESCENCE STUDENTS WITH DISABILITIES 7-12 GENERALIST WITH EXTENSION*(12 - 21 credits)*

This program will prepare students with a current NY State certification to become certified as a Generalist in Students with Disabilities Grade 7-12. An optional extension in the content area is available. Additional coursework may be required for the Generalist or Content Extension certificate.

Federally Mandated Gainful Employment Disclosure

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at adelphi.edu/about/facts.php

Plan of Study*Courses are three credits unless noted otherwise.***Prerequisite courses:**

EEC (0810) 600 Introduction to Special Education (25 hrs)

EEC (0810) 560 Managing Inclusive Environments

or

EEC (0810) 710 Classroom Management (25 hrs)

Core courses to be taken after all prerequisite courses are completed:

EEC (0810) 700 Families, Cultures, and Learning (10 hrs)

EEC (0810) 720 Formal and Informal Methods of Assessment (25 hrs)

EEC (0810) 750 Methods of Instruction (25 hrs)

Electives (*choose 3 credits*):

EEC (0810) 705 Team Collaboration

EEC (0810) 540 Introduction to Autism Spectrum Disorders

EEC (0810) 620 Technology and Instruction

Practicum or Student teaching (*By advisement*)

EEC (0810) 822

Department of Health Studies, Physical Education and Human Performance Science

COMMUNITY HEALTH PROMOTION ADVANCED CERTIFICATE PROGRAM

(19–28 credits)

This advanced certificate program is designed to give students who have already attained a master's degree in health studies or related fields the opportunity to specialize in community health promotion.

Entrance Requirements

Completion of a master's degree in health promotion/education or related field.

Federally Mandated Gainful Employment Disclosure

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at adelphi.edu/about/facts.php

Plan of Study

Courses are three credits unless noted otherwise.

Required Courses (19 credits)

HED (0834) 605 Issues in Community Health

HED (0834) 650 Health and Cultural Diversity

HED (0834) 654 Mass Communication for Health Educators

HED (0834) 703 Dynamics of Teaching Health

HED (0834) 750 Community Health Education: Planning and Implementation

** Certain courses may be waived at the department's discretion and replaced by electives approved by the department.*

HED (0834) 751 Fieldwork Internship in Community Health Promotion

Elective Courses (9 credits)

Pertinent to the area of community health promotion/ education. The number of credits

required in the certificate program is 28; however, a student may be exempted from up to 9 credits, depending on previous graduate experience.

Physical Education and Human Performance Science

PHYSICAL EDUCATION CERTIFICATE IN ADVANCED STUDIES

(15 credits)

Fifteen credits beyond the master's degree, six of which must be in approved advanced courses. *(This is an Adelphi certificate.) Please consult an adviser for more information.*

EDUCATIONAL LEADERSHIP: SCHOOL DISTRICT LEADER (SPORT MANAGEMENT)

See information on Educational Leadership Certificate: School District Leader under Curriculum and Instruction, and speak to a department adviser for additional requirements.

Additional Information for Graduate Students in the School of Education

Requirements for Retention in, and Completion of, Degree Programs in the Ammon School of Education: Graduate Programs

The performance of degree candidates within the Ammon School of Education is regularly assessed to ensure that they are meeting minimum standards to continue in their program of study. All degree candidates are required to successfully complete key benchmarks designated by their department faculty in order to maintain good standing within their program. In some programs the benchmarks include documentation of proficiency in professional standards as well as passing required New York State Teacher Certification Examinations. Benchmarks may be housed in specific courses and indicated on course syllabi; in some programs the benchmarks are not tied to specific courses but are aligned with professional standards in the program's field of study. All degree candidates in the department of curriculum and instruction are required to develop and maintain a professional portfolio, which will be assessed at key points during their program. Additionally, candidates who fall below their department's minimum GPA will be subject to probation and/or dismissal from their program. Please see your program handbook for further details.

Effective September 1, 2011, all teacher certification candidates are required to take a three (3) credit course to develop the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum. Courses fulfilling this mandate will be provided through faculty advisement.

In addition to meeting academic requirements, all candidates are required to demonstrate the professional behaviors and attitudes expected within their field. Candidates who do not demonstrate the expected dispositions, or behave in unprofessional, unethical ways, will be

given opportunities for improvement, if appropriate, but may also be subject to dismissal from their program or be blocked from student teaching, depending on the circumstances. Degrees are conferred three times per year: May 31, August 31, and January 31. Candidates must apply for graduation through the Office of the Registrar in order to be eligible for degree conferral. Exit requirements from the Ammon School of Education include successful completion of all program requirements for the degree as determined by their departmental faculty and outlined in advisement publications.

Admission

All applicants seeking admission to graduate study at Adelphi University, whether they wish to become candidates for a graduate degree or not, must formally request admission before registering for graduate courses, in accordance with the procedures for University Admission to Graduate Study described in this *Bulletin*.

Graduate Admissions Requirements Each department within the Ammon School of Education uses multiple criteria in determining the admission status of prospective candidates. Although some programs may have higher or different/additional requirements, in general, a minimum cumulative undergraduate grade point average of 2.75 is expected. Additionally, applicants are required to submit letters of reference, write a personal essay and some programs require a resume.

Applicants who graduated from Adelphi University and who are applying for an Advanced or Dual Certification Program may use letters of reference on file. Please note that letters of reference are maintained for a period of 5 years. Based upon a review of all the application materials, applicants may be admitted as degree candidates (fully matriculated candidates) or they may be admitted on a provisional basis. In the latter case, candidates may be given specific prerequisites to satisfy before becoming a degree candidate or they may be restricted in the number of courses they are permitted to take before their status is reviewed. For detailed information about the admissions requirements for each program, please consult the Web site at education.adelphi.edu/requirements.php

Please see general University admission requirements for more information. [admissions.adelphi.edu/Grad](http://adelphi.edu/Grad)

Readmission Policy

Students who suspend enrollment for one year (two semesters) must generally apply for readmission and may be subject to new or additional program requirements in effect at the time of their readmission. Readmission requirements vary across programs. Please check with the program chair.

Please note: *Course work completed more than five years ago will not be accepted into the degree programs of the department of curriculum and instruction.*

Admission of International Students

In addition to the University and Ammon School of Education admissions requirements, international students must submit the following credentials:

- Certified English translations of all prior academic records of studies that have been conducted in non-English speaking countries. Credentials must be certified and include all studies completed to date; grades or examinations results; degrees, diplomas, or certificates earned; and length of the school year.
- Total of 550 or better on the paper-based test of English as a Foreign Language Exam (TOEFL), or 213 or better on the computer-based TOEFL, or 80 on the internet-based exam or completion of Adelphi's English Language Services (ELS) program level XII, unless there is a demonstrated competence while attending an American institution. (Information concerning the TOEFL exam is available from Educational Testing Service, Princeton, New Jersey 08540.)
- Declaration and certificate of finances. Applicants must file a financial affidavit before an I-20 form can be issued. Application deadlines for international students are:
 - **Fall semester – May 1**
 - **Spring semester – November 1**
 - **Summer sessions – March 1**

See additional information for international applicants. admissions.adelphi.edu/international

VIII.



SCHOOL OF NURSING

School of Nursing

Alumnae Hall, Room 220

p – (516) 877-4510

f – (516) 877-4558

Patrick Coonan

Dean

ADMINISTRATION

nursing.adelphi.edu/about/administration.php

Jane H. White, *Associate Dean for Research and Graduate Programs*

Stephen Paul Holzemer, *Assistant Dean, Director of the Undergraduate Program*

Patricia Donohue-Porter, *Director of the Ph.D. Program*

Margaret Silver, *Director of the RN to B.S. Program*

Laurinda Cacciola, *Counselor for Undergraduate Programs*

Joann DiGennaro, *Assistant to the Dean for Administrative Services*

Irene Ferguson, *Director of Manhattan Nursing and Coordinator of Extension Programs*

Bridget Maley, *Coordinator of the Learning Resource Lab*

Andrea McCrink, *Director of the PATH Program*

Deborah Murphy, *Coordinator of Clinical and Community Affairs*

Kelly Nicholson, *Coordinator, Quality Assessment, Regulatory Affairs, & Alumni Outreach*

Karen Pappas, *Director of Professional Development and Lifelong Learning*

Kristin Zona, *Assistant Coordinator of Clinical and Community Affairs*

Undergraduate Information

Bernadette Fitzpatrick, *Administrative Assistant*

p–516-877-4526

e – fitzpatrick@adelphi.edu

Graduate Information

Mary Rose Zimits, *Administrative Assistant*

p–516-877-4540

e – zimits@adelphi.edu

FACULTY

nursing.adelphi.edu/faculty

<i>Professors</i>	Diane Dembicki	Darylann Ficken
Patrick Coonan	Patricia Eckardt	Y'Vonne Gray
Anne Peirce	Clarilee Hauser	Beth Heydemann
Jane White	William Jacobwitz	Teresa Mascitti
	Elizabeth Lee	Deborah Murphy
<i>Associate Professors</i>	Shan Liu	Maureen Roller
Judith Ackerhalt	Andrea McCrink	Bayla Samter
Christine Coughlin	Janet Raman	
Margot DeSevo	Kenneth C. Rondello	<i>Lecturer</i>
Patricia Donohue-Porter	Margaret Silver	Ulrich Rosa
Maryann Forbes	Yiyuan Sun	
Stephen Holzemer	Thomas Virgona	
Marilyn Klainberg		
Ditsapelo McFarland	<i>Clinical Assistant Professors</i>	<i>Senior Adjunct Faculty</i>
Holly Shaw	Deborah Ambrosio-	Father Joseph D'Angelo
Arlene Trolman	Mawhirter	Pat Dolan
Joan Valas	Stefni Bogard	Judy Greenberger
	Jacqueline Brandwein	Janet Hand
<i>Assistant Professors</i>	Nancy Cole	Jean Winter
Helen Ballestas	Patricia Facquet	

Mission Statement

The mission of the Adelphi University School of Nursing is to advance the art and science of nursing, and to promote scholarship in nursing. Through nursing research, education, and practice, students and faculty seek to enhance the quality of life for all people.

Philosophy

Nursing is both an art and a science, built on a foundation of knowledge, theory and research. Nursing makes unique and distinct contributions to the health care system and to society as a whole. The goal of nursing care is to address human needs across the lifespan, to promote, protect, maintain, and restore health and human dignity. Nurses act as compassionate providers of care, managers, leaders, educators, researchers, consultants, advocates, and collaborators.

The faculty of the Adelphi University School of Nursing believes that nursing education provides the foundation that will guide future nursing practice. Education at all levels, baccalaureate, master's, and doctoral, is oriented toward preparing students to participate fully in the health care system, and in the care of patients, families, communities and aggregate populations. As nurses, we strive to promote wellness and eliminate disparities within the context of increasing globalization of health care. As a faculty, we believe in a student-faculty partnership, with each assuming responsibility to meet these components of nursing education: scholarship; dissemination of knowledge; utilization and evaluation of evidence-based practices and technological advances, collaboration, and a commitment to quality and core values.

Core Values

The faculty, staff, and students of the Adelphi University School of Nursing embrace and aspire to exemplify the following core values in all aspects of our education and professional work:

Integrity

To maintain the highest moral and professional standards in all areas, characterized by:

Trustworthiness

Openness

Moral and ethical decision making

Responsible action

Honesty

Excellence

To promote and maintain a commitment to the highest standards in:

Academic endeavors

Clinical practice

Scholarship

Lifelong learning

Respect

To promote and maintain a culture of mutual respect, including:

The right to self determination

The rights, beliefs and values of all individuals

Recognition of the unique contributions of all persons

Accountability

To accept responsibility for individual actions or in-actions by reflective practice:

Acknowledge, accept and meet educational and professional standards

Garner resources and support for individual needs

Diversity

To embrace the diversity of our society and develop a global perspective:

Embrace and value individual differences

Actively seek to understand perspectives different from our own

Create an environment of inclusion

The School holds membership in the Council of Baccalaureate and Higher Degree programs of the National League for Nursing, the American Association of Colleges of Nursing, and the National Organization of Nurse Practitioner Faculties.

PROGRAMS OF STUDY**Undergraduate Programs**

B.S. in Nursing, including PATH Program

R.N. to B.S. Program

Graduate Programs

Master of Science (M.S.)

Adult Health Nurse Practitioner

Nursing Administration

Nursing Education

Post-Master's Certificates

Doctor of Philosophy in Nursing (Ph.D.)

ADDITIONAL INFORMATION FOR ALL NURSING STUDENTS**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. The cost of healthcare is the responsibility of the student. Health forms are available online at the Health Services Web site: students.adelphi.edu/sa/hs/forms.php

Prior to registration for courses, all students are required to submit evidence of the following:

- Annual Physical
- Annual TB testing (PPD or Quantiferon with Chest X-Ray if positive)
- Tetanus/Diphtheria Current (within 10 years)
- Immune Titer Results for Measels, Mumps, Rubella, Varicella
- Hepatitis B Vaccine Series or Hepatitis B Declination Statement
- CPR Certification (see acceptable courses below)
 - American Heart Association – BLS for Healthcare Providers
 - American Red Cross – CPR/AED for the Professional Rescuer and Healthcare Provider

All Medical Paperwork must be submitted to Health Services in Waldo Hall. A copy of the front and back of the CPR card must be submitted to the Office of Clinical and Community Affairs. After Medical Paperwork and the CPR card has been submitted to the appropriate places, students must then print out a Nursing Health Clearance from C.L.A.S.S. for the appropriate semester and submit it to the Office of Clinical and Community Affairs to be signed and stamped. Students must submit a Nursing Health Clearance for every semester they are registered for clinical courses. The student must pick up the signed and stamped copy of their Nursing Health Clearances and make copies to present to each clinical instructor on the first day of clinical. Failure to submit accordingly will result in suspension from clinical participation. These requirements are reviewed on an annual basis and may be changed at any time. Individual clinical agencies may require additional examinations

or reports. These may incur additional costs and are the responsibility of the student. This information is also outlined under the Clinical Clearance Participation Policy in the School of Nursing Student Handbook.

Travel

Travel expenses and transportation related to clinical experiences are the responsibility of the student. Most clinical experiences require automobile travel. Students cannot be guaranteed clinical experiences adjacent to train or public transportation.

School of Nursing Resource Center

The School of Nursing Resource Center includes four learning laboratories and two computer laboratories. This includes a seminar room with demonstration bed and a small auxiliary laboratory for physical assessment skills. The skills laboratory simulates the hospital setting with all appropriate and supportive supplies and equipment. These include advanced patient care mannequins and simulators, injecta-pads, intravenous training arms, ostomy models, and many other innovative educational devices. In addition to regularly scheduled classes held in the nursing laboratory, open laboratory skills sessions are held regularly with a clinical coordinator, thus providing all students with an opportunity for reinforcement of clinical learning.

School of Nursing Organizations

The Student Nurses Acting for Progress (SNAP) is an organization composed of all interested students in the School of Nursing. It was formed to bring constituents together to consider and discuss problems, issues, and concerns affecting the members of the School of Nursing. The organization stimulates interest and involvement in professional and social issues and provides an environment conducive for informal socialization among its members.

Honors in Nursing

Sigma Theta Tau International, Inc.

The School of Nursing's honor society is the Alpha Omega Chapter of Sigma Theta Tau International, Inc., the International Honor Society of Nursing. The purposes of this organization are to:

- Recognize the achievement of scholarship of superior quality
- Recognize the development of leadership qualities
- Foster high professional standards
- Encourage creative work
- Strengthen commitment on the part of individuals to the ideals and purposes of the profession of 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 GPA of 3.5 at the graduate level and who have successfully completed one-quarter of the graduate program may be considered for membership.

Adelphi 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 GPA 3.5 in the nursing major and a 3.5 GPA overall.

UNDERGRADUATE INFORMATION

Educational Strategy

Baccalaureate education in nursing is the foundation for professional practice. The goal of nursing is to address human needs for the promotion, restoration, and maintenance of health, as well as the 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.

Undergraduate Programs of Study

B.S. in Nursing

PATH Program for College Graduates

R.N. to B.S. Program

The baccalaureate program in nursing provides the foundation for entry as a generalist into the profession and for graduate education. The School of Nursing's baccalaureate program offers two curricula. The basic curriculum leads to a Bachelor of Science from the University and eligibility to take the national licensing examination (NCLEX) 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 baccalaureate 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 of 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.

BACHELOR OF SCIENCE (B.S.) IN NURSING (124 credits)

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 the science courses are prerequisite to the junior-level nursing courses. Throughout the curriculum, concepts relating to the promotion of health, care during illness, and long-term care are developed. Also emphasized are the nurse's roles in research, advocacy, teaching, change, and management.

Note: A new curriculum has been implemented in the academic year 2009-2010. All students entering as freshman starting Fall 2009 are in this new curriculum pattern. Transfer students who enter Fall 2010 with all prerequisites and who plan to go full-time will be in the old curriculum, transfer students without all prerequisites or those who plan to be part-time will be in the new curriculum. All students must finish the old curriculum by December of 012. After that point, extra credits, time and money will be required for graduation. The first graduates of the new curriculum will be spring 2013.

Curriculum Plan for Students Planning to Graduate the Fall of 2012

Courses are 3 credits unless otherwise noted.

Curriculum Plan for Students Planning to Graduate Spring 2013 and Beyond

*** A total of 13 credits of non-nursing electives are required in addition to the general education requirements.**

PATH Program – Professional Acceleration to Healthcare Nursing Program

The PATH program provides an opportunity for qualified candidates with a bachelor's degree in a field other than nursing to complete the undergraduate nursing program in 14 months of fulltime study. This option recognizes and respects each student's past experiences and builds on those strengths. Using a cohort model, students progress through the program with their peers and learn about the nursing profession from dedicated faculty who will offer a comprehensive approach to the didactic, clinical and research components of the program. Specific criteria are required for admission including prerequisite courses which must be completed before starting the cohort program.

Admission and Prerequisite Requirements

1. Bachelor's Degree from an accredited 4 year college or university
2. TEAS V Exam (Test of Essential Academic Skills)
3. Minimum cumulative GPA of 3.0.
4. Grade of C+ or higher in all science courses
5. Only one failure in previous science coursework allowed
6. Professional statement with career goals

7. Three professional references
8. Personal interview for those who meet all requirements
9. Prerequisite courses:
 - Anatomy and Physiology I & II (within 10 years)
 - Microbiology (within 10 years)
 - Chemistry I and II or Chemistry 109 (within 10 years)
 - Statistics
 - Developmental Psychology
 - Genetics (within 10 years)
 - Nutrition (2 credit nursing course)
 - Pathophysiology (within 10 years)

First Semester – Summer

NUR 392 Fundamentals of Patient Centered Nursing Care (7 credits)

NUR 391 Health Assessment (3 credits)

NUR 390 Integration Seminar I (1 credit)

Second Semester – Fall

NUR 397 Nursing Care of Adults 1 (7 credits)

NUR 388 Pharmacology I (2 credits)

NUR 398 Pharmacology II (2 credits)

NUR 394 Mental Health Nursing (3 credits)

NUR 387 Introduction to Professional Nursing Practice (2 credits)

NUR 399 Integration Seminar II (1 credit)

Third Semester – Winter

NUR 384 Evidence Based Practice in Nursing (5 credits)

NUR 232 Informatics in Healthcare (2 credits)

Fourth Semester – Spring

NUR 477 Nursing Care of the Childbearing Women (3 credits, ½ semester)

NUR 479 Nursing Care of Children (3 credits, ½ semester)

NUR 465 Alteration in Holistic Integrity Managed in the Community (6 credits)

NUR 473 Nursing Care of the Older Adult (3 credits)

NUR 476 Integration Seminar III (1 credit)

Fifth Semester – Summer

NUR 481 Nursing Care of Adults II (5 credits)

NUR 484 Integration Seminar IV (1 credit)

NUR 483 Transition to Professional Practice (6 credits)

Total Nursing Credits: 62

R.N. TO B.S. PROGRAM (*123 credits*)

Courses are three credits unless otherwise noted.

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.

The undergraduate program for registered nurses is designed to accommodate the schedules of working nurses and allow students to enroll full time but in general to attend classes only one day per week. The current R.N. to B.S. curriculum is under review for change.

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 of Excelsior College Examination.

Required Courses (*22 credits*)

BIO (0105) 203, 204 The Human Anatomy and Physiology I, II (*4 credits each*)

BIO (0105) 208 Microbiology

CHE (0106) 109* Physiological Chemistry (*5 credits*)

MTH (0144) 113** Survey of Statistics

MGT (0210) 366 Organizational Behavior

Upper Division Nursing Curriculum:**Third Year** (*14 credits*)

NUR (0302) 312 Health Assessment Throughout the Lifespan (Lab) (*4 credits*)

NUR (0302) 314 Family/Group/Community Assessment (*4 credits*)

NUR (0302) 315 Therapeutic Communication

NUR (0302) 446 Introduction to Technology and Information

Fourth Year (*16 credits*)

NUR (0302) 400 Research in Nursing

NUR (0302) 413 Promoting Wellness

NUR (0302) 421 Client Teaching (*4 credits*)

NUR (0302) 441 Professional Development

NUR (0302) 453 Chronic Care

* *May be taken at any time*

***Prerequisite to NUR (0302) 400*

Admissions

See *Bulletin* for general undergraduate admissions procedures.

Expenses and Financial Aid

See the Expenses and Financial Aid section of the *Bulletin* section for information.

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.

Textbook, Uniform, and Study Guide Expenses

Students can expect to spend between \$300 and \$500 per semester for the purchase of textbooks. 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, which 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. Clinical agencies may have additional specific requirements that incur additional costs for students.

Clinical Experiences

Clinical experiences are a critical part of the nursing curriculum. Students cannot be assured of a particular site, day, or time for these experiences. All students must complete all clinical hours. Those students who are unable to do so may incur additional time and/or costs to complete requirements. These additional costs are the sole responsibility of the student. These arrangements are made, if necessary, through the office of the Assistant Dean, and the Director of the Undergraduate Program. Because of the clinical experiences, the School of Nursing has additional requirements separate from university requirements such as health clearances and drug calculation examinations that must be completed prior to the beginning of the semester.

Standard of Performance Required for Continuance in the School of Nursing

- All science and nursing foundation courses are prerequisites to the clinical courses. All nursing courses must be taken in sequence.
- 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 or science course. A grade of less than C+ (77%) in any nursing or science 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 must receive a satisfactory grade in both the clinical and

classroom component of the course. If an unsatisfactory grade is received in either component, both the theory and the clinical portions of the course must be repeated.

- Students who receive a grade of C or lower in one nursing or science 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 any nursing or science course will result in the student being dropped from the nursing major.
- Grades obtained in all non-nursing required courses will also be reviewed at the end of each semester. The acceptable grade for Math (0144) 113 is a C or better. A grade of less than C- in all other non-nursing courses is unacceptable and students receiving an unacceptable grade will be placed on School of Nursing probation. 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.
- 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 two opportunities to retest. Students who do not pass the medication calculation examination upon retest will not be permitted to attend clinical and must wait until the following semester to take the clinical course. All drug calculation tests must be completed prior to the start of the semester.
- Students who are on extended leaves of absence will be required to repeat clinical nursing courses and other courses as required.
- Any student whose performance is deemed unsafe or who proves to be irresponsible, untrustworthy, unethical, or unprofessional will be dismissed from the nursing program.
- Additional information regarding requirements and progression are found in the *School of Nursing Student Handbook*.

Independent Study

Students in the School of Nursing may take up to a total of 9 credits of individualized study toward the baccalaureate degree.

GRADUATE INFORMATION

Educational Strategy

The emphasis of graduate education is on the development of scholarly critical thinkers with the ability to translate knowledge into practice. Through the process of critical inquiry, students learn to understand the nature of complex human and environmental systems and to develop strategies for effective intervention. Research concepts and skills are subsets of critical inquiry and are considered integral to the roles of nurse practitioner, nursing administrator, nurse educator and the emergency-disaster nurse manager. The master's curriculum is designed to provide the knowledge base and experience needed to evaluate research designs and methodologies and utilize research findings.

Members of the faculty assume that each student has the potential to be self-directed and the curriculum is structured to maximize student independence, personal development, professional accountability, and continuous learning.

Graduate Programs of Study

Master of Science: Adult Health Nurse Practitioner

Master of Science: Nursing Administration

Master of Science: Nursing Education

Post-Master's Certificates

Doctor of Philosophy in Nursing (Ph.D.)

MASTER'S PROGRAMS

The philosophy of the master's program in nursing at Adelphi University is to facilitate the student's transition into advanced practice nursing roles, specifically the roles of nurse educator, nurse practitioner, and nursing administrator; to foster the professional role development necessary for providing leadership in the delivery of healthcare; and to provide a foundation for doctoral study. At the master's level, nursing education is concerned with increasing specialization in the diverse theoretical foundations of nursing and specialization in advanced nursing practice. We expect that our graduates will contribute to the development of nursing as a profession through the development, implementation and evaluation of advanced practice roles.

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

Degree Requirements

Candidates for the degree of Master of Science must satisfactorily complete a program of study, submit a capstone project and pass a comprehensive examination. Candidates must also fulfill all requirements of the curriculum in which they are enrolled.

The School of Nursing Student Handbook describes all policies relating to admission, progression and graduation for master's and doctoral students. Students are required to be familiar with all policies.

Progression and Program Completion Requirements

Capstone Project

The required "Capstone Project" results in a scholarly paper on a specific completed project in the student's specialty area. The Capstone Project generally begins during one semester and is completed during a second semester. The student is supervised independently by a faculty member for the completion of this project.

Comprehensive Examination

All students must pass a written Comprehensive Examination given at the end of course work and in the last semester before a student will graduate.

Completion of All Requirements

Degree requirements must be completed within five years after matriculation. If five years for completion are nearing and a student does not expect to finish within the required time frame, students must request in writing from the associate dean permission to extend the time to complete requirements.

The curriculum is revised periodically in the master's program to ensure a course of study in each specialty that ascribes to the specialty's national guidelines, provides quality and cutting edge course work, and ensures that students are eligible to take national certification examinations after graduation.

All students enrolled in any M.S. program take the same required set of foundational courses called "**core**" (15 credits). Some of these courses have prerequisites. The core courses must be completed before enrolling in the "specialty" courses. The "Capstone" Project is undertaken in conjunction with specialty course work.

Core Courses (15 credits)

NUR (0302) 602	Frameworks for Advanced Nursing Practice
NUR (0302) 606	Quantitative Analysis for Nursing Research
NUR (0302) 607	Informatics: Health Science Data, Information, and Knowledge
NUR (0302) 702	Health Policy
NUR (0302) 650	Nursing Research: Conduct and Utilization

 NUR (0302) 757 and NUR (0302) 758 Capstone Project (3 Credits)
 or NUR (0302) 759

MASTER OF SCIENCE: ADULT HEALTH NURSE PRACTITIONER

(52 credits)

This advanced nursing practice concentration entails in-depth study of adult-health nursing. The curriculum integrates theoretical knowledge and practical skills while exploring the issues and forces within the healthcare delivery system that affect the roles of the advanced practice nurse. Students have opportunities to work with advanced practice nurses and other health professionals in a variety of clinical settings.

Through study of the many facets of physical illness and nursing care, this component prepares students to become nurse practitioners in adult health nursing. The program emphasizes scientific enquiry as a tool for building clinical knowledge and testing the validity of the theoretical assumptions underlying nursing practice.

Plan of Study

Courses are 3 credits unless otherwise noted.

Core Courses (15 credits)

Specialty Core Courses (18 credits)

- NUR (0302) 738 Health Promotion and Disease Prevention
- NUR (0302) 761 Advanced Practice Professional Role & Practice Management (*1 cr.*)
- NUR (0302) 754 Advanced Human Physiology for Advanced Practice Nurses
- NUR (0302) 752 Project Advisement I
- NUR (0302) 753 Capstone Project
- NUR (0302) 764 Advanced Physical Assessment of the Adult (Didactic)
- NUR (0302) 755 Advanced Physical Assessment Clinical (*2 credits*)

Adult Health Nurse Practitioner Specialty Courses (16 Credits)

- NUR (0302) 633 Adult Health Nursing I: Didactic
- NUR (0302) 636 Adult Health I: Clinical (*2 credits*)
- NUR (0302) 638 Adult Health Nursing II: Didactic
- NUR (0302) 640 Adult Health Summer Clinical (*1 credit*)
- NUR (0302) 646 Adult Health II: Clinical (*2 credits*)
- NUR (0302) 653 Adult Health Nursing III: Didactic
- NUR (0302) 655 Adult Health III: Clinical (*2 credits*)

NUR (0302) 757 and NUR (0302) 758 Capstone Project (*3 Credits*)
or NUR (0302) 759

MASTER OF SCIENCE: NURSING ADMINISTRATION (45 credits)

The concentration in nursing administration prepares nurse managers who can function in a variety of healthcare settings. The program incorporates contemporary management theory and courses that focus on the essential core competencies for nurse managers.

Plan of Study

Courses are 3 credits unless otherwise noted.

Core Courses (15 credits)**Specialty Core Courses (9 credits)**

- NUR (0302) 605 Seminar in Nursing Leadership
- NUR (0302) 668 Ethical and Legal Dimensions of Health Care
- NUR (0302) 768 Seminar in Evaluation Processes for Nurse Leaders

Business/Management Courses (12 credits)

- MGT (0210) 561 Management Theory and Organizational Behavior
- ACC (0201) 500 Financial Accounting (pre-reg to program)
- MGT (0210) 791 Management Styles and Team Building
- HSA (0206) 776 Hospital and Healthcare Finance
- HRM (0208) 765 Developing World Class Human Resources

or

- HSA (0206) 791 Hospital and Healthcare Policy and Management

Role and Integration Course (6 credits)

- NUR (0302) 770 Practicum in Nursing Administration (2 credits)
- NUR (0302) 724 Nursing Administration Integration Seminar I (1 credit)
- NUR (0302) 725 Nursing Administration Integration Seminar II (1 credit)
- NUR (0302) 726 Nursing Administration Integration Seminar III (2 credit)

Capstone (3 credits)

- NUR (0302) 757 and NUR (0302) 758 Capstone Project (3 credits)
- or* NUR (0302) 759

MASTER OF SCIENCE: NURSING EDUCATION (46 credits)

The Master of Science in nursing education prepares students as nurse educators competent to function in a variety of educational and healthcare settings, but primarily to assume responsibilities as faculty members in baccalaureate nursing programs. As students develop in this advanced practice role, they will acquire knowledge, skills and values related to teaching and learning, instructional design, assessment and measurement strategies, and curriculum development implementation and evaluation in nursing education. The Capstone seminar and practicum will afford students the opportunity to be guided by expert nurse educator and apply newly gained knowledge as they function in the nurse educator role.

After completing the program, graduates will be able to assist in meeting the educational needs of the nursing profession and healthcare consumers; integrate scholarly processes in nursing education practice; develop, implement and evaluate innovative approaches to nursing education; and advance the professional role of the nurse educator. Graduates also will be eligible to take the newly offered National League for Nursing certification examination for nurse educators. This program is in a revision phase.

Plan of Study

The Master of Science (M.S.) in nursing education is a credit specialty program with credit allocation as follows: 12 credits in core courses (required in all master's level nursing degree programs); 9 credits in specialty core courses; 13 credits in specialty course content; and 6 credits of professional cognates, which allow students to take courses of interest in specialty-related areas within the School of Nursing and other schools in the University.

Courses are 3 credits unless otherwise noted.

Core Courses (15 credits)

Specialty Foundational Courses (9 credits)

- NUR (0302) 605 Seminar in Nursing Leadership
- NUR (0302) 668 Ethical and Legal Dimensions of Health Care
- NUR (0302) 789 Educational Theories and Application to Learning

Specialty Courses (13 credits)

- NUR (0302) 679 Curriculum Development, Implementation and Evaluation
- NUR (0302) 791 Instructional Design in Nursing Education
- NUR (0302) 792 Assessment and Measurement in Teaching
- NUR (0302) 793 Seminar and Practicum in Nursing Education (4 credits)

Professional Cognate Courses (6 credits)

Students choose six credits of graduate-level courses that support the specialty of nursing education. These courses may be offered in other schools in the university as well as in nursing. The student's advisor must approve these courses prior to student enrollment.

POST-MASTER'S CERTIFICATE PROGRAMS (21–33 credits)

Designed for students who already hold a master's degree in nursing, the Advanced Certificate programs each provide an educational route to respecialize in an area other than that studied in their master's program. The program aims to strengthen the administrative or clinical capability of master's-prepared nurses who are planning on or are already involved in a role expansion or change. Some examples are: the clinical specialist who is moving into an administrative or nurse practitioner role; and the nurse whose major was teaching and who wishes to become a nurse practitioner.

Federally Mandated Gainful Employment Disclosure

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at adelphi.edu/about/facts.php

The program is individualized for each applicant. It is a part-time course of study that includes between 21–33 credits of master’s courses. The certificate is awarded upon successful completion of the required courses. Prior graduate courses are evaluated for possible advanced standing in the certificate program. Each student’s program and required course work may differ depending on the faculty’s evaluation of courses taken in the student’s first master’s program. Areas of study include Nurse Practitioner in Adult Health Nursing, Nursing Administration, and Nursing Education.

DOCTOR OF PHILOSOPHY (PH.D.) IN NURSING

(54-credit minimum)

The doctoral program in nursing is designed to prepare expert nurse-scholars who will advance the development of knowledge for the discipline; contribute to the science of nursing; advance healthcare through teaching, research and leadership; and improve the health of society. Students will be exposed to a breadth of information and theories, and discuss and debate opposing ideas. The program is grounded in philosophical and foundational core nursing knowledge as well as knowledge of research methodologies and methods. The student’s focus of substantive inquiry provides the context for the application of foundational knowledge.

This 54-credit (minimum) program leads to the Ph.D. degree in nursing. An M.S in nursing is required for entry. The program offers strong cores in both nursing science and research. Two graduate-level statistics courses are required. In addition, a concentration of nursing education courses is offered to prepare not only nurse scientists, but also those who will assume roles as faculty members in schools of nursing. Students also select graduate-level cognate courses, which support the dissertation topic or its methods, and are usually taken in schools or departments other than nursing.

A seminar format is used for most nursing courses. Inherent in this decision is the faculty’s belief that nursing education fosters collegiality, collaboration, leadership and professional growth. To that end, the faculty will facilitate learning by inviting the review and critique of selected topics and readings. Students also select readings appropriate to the topic for seminar discussion. Within a supportive environment, students are encouraged to challenge and debate ideas and to work towards extending each other’s thinking. Thus, the responsibility for learning rests with the student and his or her commitment to scholarship and the advancement of the science of nursing.

Following completion of 48 credits of course work, students must successfully complete a comprehensive examination in order to be admitted to candidacy and begin work on the required dissertation. The dissertation guidance process follows the formal defense of the student’s research proposal.

Planning for the student's dissertation begins early in the program through courses designed to assist with this research process. The dissertation requires two semesters of work, and six credits of dissertation advisement, at a minimum. The successful oral defense of the dissertation is the last step in the program before graduation.

The program may be taken on a full-time (9 credits per semester) or part-time basis. Most courses are offered on one day a week. Students are admitted only in the fall semester and proceed through the program in cohorts. Procedures for the program, progression, oral defense, leaves of absence, graduation, etc., are outlined in the *Doctoral Student Handbook* provided to all students following admission to the program.

Please note that the deadline for application for admission is January 15.

Plan of Study

(54-credit minimum required)

Courses are 3 credits unless otherwise noted.

Nursing Science/Core/Foundation (15 credits)

- NUR (0302) 803 Philosophical Foundations of Nursing Science
- NUR (0302) 804 Knowledge Development in Nursing Science
- NUR (0302) 805 Research Seminar I: Problem Identification
- NUR (0302) 806 Health Policy Leadership
- NUR (0302) 807 Ethics in Healthcare

Research/Statistics/Methods of Inquiry (18 credits)

- NUR (0302) 808 Qualitative Research Approaches
- NUR (0302) 809 Qualitative Research Methods
- NUR (0302) 812 Quantitative Research Designs and Methods
- NUR (0302) 813 Research Seminar II: Proposal Development
- PSI (0503) 644 Advanced Psychological Statistics
- PSI (0503) 645 Design and Analysis of Experiments

Cognates (6 credits)

Cognate courses support student's dissertation/research.

Education (Role/Focus) (9-13 credits)

*Course selection depends on student's preparation in education. *Plans of study for students are developed individually in consultation with the faculty adviser.*

- NUR (0302) 679 Curriculum Development, Implementation and Evaluation
- NUR (0302) 789 Educational Theories and Application to Learning
- NUR (0302) 791 Instructional Design in Nursing Education
- NUR (0302) 792 Assessment and Measurement in Teaching
- NUR (0302) 793 Seminar and Practicum in Nursing Education (4 credits)
- NUR (0302) 814 Nursing Education and Diverse Learners
- NUR (0302) 815 Research in Nursing Education
- NUR (0302) 816 Technology in Nursing Education
- NUR (0302) 817 Precepted Experience in Nursing Education (2-4 credits)

Dissertation Advisement (6 credits)

In addition to the 6-credit minimum dissertation advisement, candidates are required to register for 3 credits per semester until dissertation is completed and defended.

NUR (0302) 889 Dissertation Guidance I

NUR (0302) 890 Dissertation Guidance II

NUR (0302) 891 Dissertation Guidance III (1 credit) (Summer)

Master's Degree Admission Requirements

Admission is for fall semester each year. Unless otherwise indicated, the following are required for admission into all programs of study at the master's level:

- Applicants must meet all University admission requirements as set forth in the Graduate Bulletin.
- Be currently licensed as a registered professional nurse or eligible for licensure in the state of New York. (submit copy of license)
- Have completed a baccalaureate degree in nursing from a nationally accredited undergraduate nursing program**
- Have a grade point average of "3.0" (on a 4 point scale) or better from **each** undergraduate program in which the student has completed 12 credits or more
- For the Nurse Practitioner Program: applicants must have at least a grade of B in all undergraduate science courses. If this requirement is not met, pre-requisite course(s), before fall admission may be required and are offered in the school of nursing
- Have completed an introductory/basic statistics course with a grade of "B" or higher.
- Have completed an undergraduate research course with a grade of "B" or higher.
- Have submitted official transcripts of **all** prior academic work requested for Office of Admissions
- Have submitted two letters of reference from supervisors or former faculty (instructors) who can describe the applicant's ability to complete graduate studies; thus, these should be from individuals who have graduate degrees/preparation.
- Completed the application form and submit the required application fee.
- Proof of BCLS or ACLS certification as required by each specialty program

** Applicants with a non-nursing Baccalaureate Degree will be considered for admission, but will be required to take some undergraduate nursing courses prior to enrolling in the MS courses. The specific undergraduate courses that will be required and the amount of credit required will be determined on an individual basis following review of transcript (s) by school of nursing faculty/advisors.

Clinical Experience Requirement for all graduate programs:

Applicants should have two years of clinical nursing practice before registering for the specialty courses; specialty courses follow a year of required core courses

Requirements for the Post-Master's Certificate Programs:

Applicants to a post-master's certificate program must have a master's degree in nursing.

Please see the School of Nursing Student Handbook for all other policies related to admission, and for progression and graduation policies.

The faculty reserves the right to require additional supportive data or prerequisites from applicants to all programs.

Doctoral Admission Requirements

Please Note: The deadline for receipt of all application materials is February 15 to be considered for the following fall semester.

To be considered for admission to the doctoral program in nursing, applicants must:

- Have an M.S. or M.S.N. from an accredited nursing program (CCNE or NLNAC approved)
- Be licensed as a registered nurse (RN) in the state of New York
- Complete the Graduate Application form
- Provide the admission committee with three professional letters of reference from a supervisor, committee chair, former professor, etc
- Submit satisfactory GRE scores (taken within the last five years)
- Submit evidence of successful completion of a graduate-level statistics course completed in the last five years
- Submit all academic transcripts
- Provide a professional writing sample, preferably scholarly writing such as a publication
- Submit a personal essay describing academic and professional goals
- Interview with at least two faculty members in the School of Nursing

Admission requirements are not weighted. All requirements must be fulfilled and the applicant's dossier complete before interviews are scheduled with faculty members. Following interviews, the admission committee determines each applicant's admission to the program. Financial aid for tuition is available in the form of the new Federal Faculty Loan Program and Graduate Assistantships.

Additional Information for Graduate Students in the School of Nursing

Advanced Standing

The transfer of credits earned at another institution are allowed only for comparable graduate courses completed with a grade of B or higher within five years preceding the date of entrance to the Adelphi University School of Nursing. Evaluation of advanced standing is made by the School of Nursing. A **maximum** of 6 graduate credits may be accepted as transfer credits applicable toward the M.S. degree.

Matriculation

Students are considered to be matriculated when they have been accepted into the program as a degree student and are enrolled in at least one course. Students in the master's program have five years from the date of first enrollment to complete their requirements.

Textbook and Study Guide Expenses

Students can expect to spend between \$200 and \$300 per semester for the purchase of textbooks and the School of Nursing Study Guides. Textbooks are also available at the Reserve Desk in the Swirbul Library.

Leave of Absence/Continuous Matriculation

Students must enroll in "continuous matriculation" if they decide not to take courses for a semester. Students may also apply for a Leave of Absence in some circumstances. The *School of Nursing Student Handbook* outlines both procedures and student responsibilities.

Grading System

Courses completed with a grade of A or B are automatically applied toward degree requirements when the course in question is applicable towards such requirements. The minimally acceptable grade in all required courses is B-.

For further information on the University grading system, and on Withdrawals (W's) and Incompletes (I's), see the section titled "Grading System" in this *Bulletin*.

Students in the graduate program in nursing must maintain a GPA of 3.0 in order to progress. The *School of Nursing Student Handbook* outlines policies for failing grades and GPAs earned that are below a 3.0.

Financial Aid

The Office of Student Financial Assistance provides students with information on a variety of scholarships and loans. See the Expenses and Financial Aid section of this *Bulletin* for more information

IX.



SCHOOL OF SOCIAL WORK

School of Social Work

Social Work Building, Room 201

p – (516) 877-4300

f – (516) 877-4392

Andrew Safyer

Dean

p – (516) 877-4354

e – asafyer@adelphi.edu

ADMINISTRATION

socialwork.adelphi.edu/about/administration.php

Peter I. Chernack, *Associate Dean for Program Development and Administration*

Lois Stein, *Assistant Dean for Academic Affairs and Director of M.S.W. Program*

Anne Marie Montijo, *Director of Field Education*

Marcia Edwards, *Coordinator of Admissions*

Sandra Nicaise, *Director, Manhattan Center Social Work Programs*

Eileen Chadwick, *Director, Hudson Valley Center Social Work Program*

Sergio Argueta, *Director of B.S.W. Program*

Lynne Shulman, *Director, Hauppauge Center Social Work Programs*

Judy Fenster, *Interim Co-Director of Ph.D. Program*

Philip Rozario, *Interim Co-Director of Ph.D. Program*

FACULTY

Professors

Roni Berger

Andrew W. Safyer

Associate Professors

Julie Cooper Altman

Beverly Araujo

Richard Belson

Ellen Bogolub

Carol S. Cohen

CarolAnn Daniel

Judy Fenster

Richard B. Francoeur

Patricia A. Joyce

Diann Cameron-Kelly

Roger A. Levin

Elizabeth Palley

Ellen S. Rosenberg

Philip A. Rozario

Carol Sussal

Bradley Zodikoff

Assistant Professors

Wahiba Abu-Rass

Matthew Bogenschutz

Peter I. Chernack

Jacqueline Njeri Kagotho

Tae Kuen Kim

Stavroula Kyriakakis

Shannon Rae Lane

Jennifer McClendon

Subadra Panchanadeswaran

Laura Quiros

Geoffrey Ream

Clinical Assistant Professor

Godfrey Gregg

Marilyn Paul

The School of Social Work is accredited by the Council on Social Work Education (C.S.W.E.) at both the baccalaureate and master's levels.

MISSION STATEMENT

Consonant with the mission of the social work profession and that of the University, and responsive to the needs of our clients and communities, the Adelphi University School of Social Work mission has three integrated components:

- To prepare competent, effective and ethical social workers who enhance human wellbeing and reduce suffering and oppression;
- To develop new knowledge for the profession, and;
- To provide leadership and promote community partnerships that improve services and contribute to the enactment of just social policies.

Goals

1. To provide a course of study that challenges students to integrate the knowledge, skills and values of the profession so that they may deepen their commitment to social and economic justice and practice as ethical and competent social workers with diverse, often oppressed, populations in a multicultural society, and;
2. To promote faculty scholarship that informs and advances social work theory, practice and policy in professional social work and multidisciplinary arenas that influence social well being, and;
3. To initiate, consult, and collaborate with relevant community constituents and leaders in order to identify and address unmet or emerging needs and to strengthen organizational capacity, programs, and services.

Professional Philosophy for the School of Social Work

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.

Field Education Program

Field education teaches students to apply theory and knowledge learned in the classroom to social work practice in agency settings. Students develop professional skills and competence in practice during the course of their internships. Field education offers opportunities

to work directly with people and communities in human service agencies. Various modalities of practice include working with individuals, families, groups, organizations, and communities. All internships are assigned by the Field Education Department and students are expected to comply with the policies and procedures of the department. These are detailed in the Social Work Field Education Manual on the web at socialwork.adelphi.edu/field/forms.php#fieldmanual.

Students who are completing internships must also comply with agency hours as well as policies and practices. Field instruction begins in September and continues through the January intersession even though most students are not attending classes. The internship is concluded upon completion of 600 hours for the academic year for the Foundation and Advanced graduate students. Undergraduate juniors complete 200 hours and seniors complete 400 hours for the academic year. During the January intersession, students are advised to consider housing availability and any related financial obligations for this time period. It is the student's responsibility to arrange transportation to and from their field placement. The field department always takes into consideration a student's means of transportation when locating an internship. Although the School does offer internships with evening hour assignments, all students are required to be available for a minimum of one full day or two half days during weekday daytime hours (Monday–Friday 9am–5pm).

Students are not free to secure their own placements. If a student has an agency that they would like to recommend for placement, they may provide the Field Education Department with the name of the agency and the Field Education Department will contact the agency directly to discuss the possibility of an internship for the student. There is a formal process to secure placements including completion of a Field Education Application. Students are required to meet with their advisor or liaison before meeting with the Field Education Department. Placement planning meetings are also made available for students to attend. This will give them an opportunity to learn more about placement and what is available and required. Once an agency has been identified, the student will be notified by the department to set up a confirmation interview at the agency. Once confirmed, the student, agency, field instructor, and liaison will receive an assignment letter via E-mail. This letter provides all contact information for the above-mentioned parties as well as the start and end date for field placement.

The School of Social Work is affiliated with over 1,000 human service agencies throughout the New York metropolitan region including but not limited to:

- Child welfare agencies
- Community centers
- Detention centers and correctional facilities
- Domestic violence agencies
- Mental health clinics
- Medical and psychiatric hospitals
- Nursing homes and extended care facilities
- Residential treatment facilities
- Schools

- Substance abuse treatment programs
- Veterans programs
- Youth service agencies

Undergraduate Field Instruction

Undergraduate social work students are assigned to field placements in both their junior and senior years. The junior year requires a minimum of 200 hours for the year and the senior year requires a minimum of 400 hours. The student is placed at separate agencies for each year. The junior year focuses on varied social work methods, client populations, and service delivery systems. Assignments support learning beginning practice skills and the introduction to the social work profession. Students in their senior year emphasize developing foundation practice skills for work with individuals, families, groups, organizations, and communities.

Graduate Field Instruction

In the Foundation year field placements, students complete a minimum of 600 hours of field instruction with an emphasis on developing foundation practice skills for work with individuals, families, groups, organizations, and communities. In the Advanced year field placements, students also complete a minimum of 600 hours of field instruction in advanced, direct social work practice. Advanced Standing students come in to the program with a B.S.W. degree and are required to complete the Advanced year internship. In some instances, Advanced Standing students may be required to complete additional hours of field instruction or other foundation courses if the candidate's program is determined to vary significantly from Adelphi's Foundation curriculum. One Year Residency (OYR) students are required to take a four-credit professional seminar, SWK (0404) 601, concurrent with the Foundation practice courses and complete 900 hours of field instruction in the Advanced year concurrent with advanced social work practice methods course work. OYR students already have significant work experience in the field under the supervision of an LMSW or LCSW.

PROGRAMS OF STUDY

UNDERGRADUATE PROGRAMS

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

Optional Concentration in Child and Family Studies

Optional Minor in Child and Family Studies

ANSWER Program (B.S.W.) in Social Work (Adelphi's New Social Welfare Education Routes)

GRADUATE PROGRAMS

Master of Social Work M.S.W. Program

- Full-Time Two-Year M.S.W. Program
- One Year Residency M.S.W. Program
- 16-Month Accelerated M.S.W. Program
- Part-time M.S.W. Program
- B.S.W. – M.S.W. Advanced Standing Program
- Bilingual School Social Work Program
- Hauppauge Center M.S.W. Program
- Hudson Valley Center M.S.W. Program
- Manhattan Center M.S.W. Program

Postgraduate Certificates

- Advanced Human Resources Management Certificate Program
- Postgraduate Certificate in Trauma Studies
- Postgraduate Certificate in Clinical Supervision
- Postgraduate Certificate in Nonprofit Leadership
- Post-Master's Certificate Program in Bilingual School Social Work

Doctor of Philosophy (Ph.D.) in Social Work

UNDERGRADUATE INFORMATION

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 lifelong capacity to learn, along with the critical sensitivity to analyze new situations and apply knowledge appropriately. Believing that a liberal education is the surest means to these ends, the School of Social Work requires all entering freshmen to take part in the University General Education requirements.

Programs of Study

Questions regarding the undergraduate programs may be directed to Program Director at (516) 877-4362.

The School of Social Work offers the following undergraduate programs:

Bachelor of Social Work (B.S.W.)
Optional Concentration in Child and Family Studies
Optional Minor in Child and Family Studies
ANSWER Program (B.S.W.) in Social Work

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. 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. degree and is especially appropriate for students who are already employed in social service agencies.

BACHELOR OF SOCIAL WORK (B.S.W.) *(45 credits)*

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 major.

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.

There is also a Field Instruction component to all Adelphi Social Work programs. Please read the section Field Instruction or go to socialwork.adelphi.edu/field for more information.

Plan of Study

Courses are 3 credits unless noted otherwise.

For Non Social Work Majors

SWK (0404) 101 Introduction to Social Welfare and Human Services (*3 credits*)

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 (0105) 203 Human Anatomy and Physiology I (*4 credits*)

MTH (0144) 113 or 114 Survey of Statistics or Statistics for Natural Sciences (*4 credits*),
or PIA (0501) 137 Psychological Statistics (*4 credits*)

PIA (0501) 101 General Psychology

SOC (0170) 100 Introduction to Sociology

Electives (choose three):

ANT (0103) 111 Cultural Anthropology

ECA (0203) 101 Introduction to Economics

or

ECA (0203) 111 The Price System

HIS (0136) 101 Western Civilization I

or

HIS (0136) 102 Western Civilization II

HIS (0136) 103 American Civilization to 1865

or

HIS (0136) 104 American Civilization since 1865

HIS (0136) 105 World Civilization I

or

HIS (0136) 106 World Civilization II

POL (0158) 101 Introduction to the American Political System

or

POL (0158) 102 Introduction to Politics

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 (0404) 332 Principles and Practice in Social Work I

SWK (0404) 333 Principles and Practice in Social Work II

SWK (0404) 334 Field Instruction I (*2 credits*)

SWK (0404) 335 Field Instruction II (*2 credits*)

SWK (0404) 510 Human Behavior Theory for Social Work Practice I

SWK (0404) 511 Human Behavior Theory for Social Work Practice II

SWK (0404) Elective

Senior Year Social Work Requirements (26 credits)

SWK (0404) 500 Issues in Social Welfare I: History and Philosophy of Social Welfare

SWK (0404) 501 Issues in Social Welfare II: Inequality, Inequity, and Social Justice

SWK (0404) 520 Foundations of Social Work Practice I

SWK (0404) 521 Foundations of Social Work Practice II

SWK (0404) 542 Oppression, Diversity and the Struggle for Human Rights

SWK (0404) 557 Social Work Research I

SWK (0404) 490 Field Instruction III (4 credits)

SWK (0404) 491 Field Instruction IV (4 credits)

Social Work Required Electives (choose one):

SWK (0404) 305 Case Management

SWK (0404) 306 Introduction to Social Services with Children

Social Work Electives (optional):

*SWK (0404) 738 Social Work and the Law

*SWK (0404) 741 Child Abuse and Neglect

*SWK (0404) 788 Social Work Practice with Immigrants and Refugees

*Seniors may enroll in these graduate electives for undergraduate credit.

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 social work practice 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.

OPTIONAL CONCENTRATION IN CHILD AND FAMILY STUDIES

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 (0404) 306 Introduction to Social Services with Children; and SWK (0404) 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.

OPTIONAL MINOR IN CHILD AND FAMILY STUDIES

The School of Social Work offers an interdisciplinary minor in the area of Child and Family Studies. The minor will require 19 credits:

- 6 credits, minimum, from courses focused on children/child development.
- 6 credits, minimum, from courses focused on families.

- *3 credits* may be used for Independent Study with a faculty member on a topic related to the minor.
- *1 credit of Independent Study* will be used for the preparation and submission of an Integrative Paper/Capstone Experience.

ANSWER PROGRAM LEADING TO BACHELOR OF SOCIAL WORK (B.S.W.) (*120 credits total, 45 in Social Work*)

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 (10 hours a week) in each of their junior and senior years, for a total of 600 hours of field instruction for the B.S.W. degree. Please read the *Bulletin* section on Field Instruction or go to socialwork.adelphi.edu/field/ for more information.

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.

Additional Information

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.

GRADUATE INFORMATION

Programs of Study

Questions regarding individual programs may be directed to Social Work Admissions Coordinator Marcia Edwards at (516) 877-4384 or email edwards2@adelphi.edu.

The School of Social Work offers the following master's, doctoral, and postgraduate programs:

GRADUATE PROGRAMS

Master of Social Work M.S.W. Program

- Full-Time Two-Year M.S.W. Program
- One Year Residency M.S.W. Program
- Spring Start 16 Month Full-Time Program
- Part-time M.S.W. Program
- B.S.W. – M.S.W. Advanced Standing Program
- Bilingual School Social Work Program
- Hauppauge Center M.S.W. Program
- Hudson Valley M.S.W. Program
- Manhattan Center M.S.W. Program

Postgraduate Certificates

- Advanced Human Resources Management Certificate Program
- Postgraduate Certificate in Addiction Treatment
- Postgraduate Certificate in Trauma Studies
- Postgraduate Certificate in Clinical Supervision
- Postgraduate Certificate in Nonprofit Leadership
- Post-Master's Certificate Program in Bilingual School Social Work

Doctor of Philosophy (Ph.D.) in Social Work

MASTER'S PROGRAMS

MASTER OF SOCIAL WORK PROGRAM (64 credits)

The Master of Social Work program provides the preparation necessary for advanced professional social work practice. The degree is 64 credits. The foundation curriculum provides the knowledge, skills, values, and ethics essential to all forms and levels of generalist social work practice. In the advanced year of the program all students complete a concentration in contemporary, direct practice and are prepared to be advanced social work practitioners using sophisticated clinical skills in work with individuals, small groups, families, and couples.

Organization and Structure of the Curriculum

All students in the foundation year of the Adelphi University M.S.W. program are required to take the same ten courses. Eight of the 10 are academic courses and two are supervised field internships in which students apply theories learned in class to direct practice with clients. The ten required foundation classes are distributed as follows: two consider social welfare policy; two examine theories of human behavior; two present theories of social work practice; one teaches about diversity, oppression, and cultural influences in social work practice; one teaches the methods of empirical research; and two provide supervised Field Instruction.

In the advanced year of their M.S.W. program, all students at Adelphi University must complete ten courses, two of which are supervised field internships. The eight remaining second-year classroom courses are distributed as follows: three courses in advanced social work practice; one course in assessment and diagnosis from a social work perspective; one course in advanced social work research; one course in the organizational context for professional practice; a capstone course; and one elective.

The social work practice methods sequence teaches the theoretical models, empirical bases, values and ethics, and skills that are required for direct work with individuals, couples, families, groups, and communities. These courses are reinforced by the field practicum as students put to use and integrate their newly gained knowledge about how to assess needs, set goals, and intervene with clients to achieve those goals. The human behavior and social environment courses provide foundation knowledge about the biological, psychological, and social determinants of human behavior that are essential to assessing the needs clients have, understanding their situation, and selecting intervention strategies. The social work practice methods and human behavior and the social environment courses are interrelated: a method of practice could not be taught without understanding the complex underpinnings of human behavior. The social work research courses instill a scientific approach to practice and provide the tools required to systematically evaluate social work practice and services, build the professional knowledge base, critically evaluate the professional literature as well as that of other disciplines, and assess the effectiveness of one's own practice.

The social welfare policy and organization courses impart knowledge about the social policies, programs, and organizations that provide services and shape professional practice. They teach the theory, empirical data, values, and skills necessary to the development, design, implementation, and evaluation of social programs.

There is also a Field Instruction component to all Adelphi Social Work programs. Please read the Bulletin section on Field Instruction or go to socialwork.adelphi.edu/field for more information.

M.S.W. Program Options

The plan of study for the Full-Time Two-Year M.S.W. Program listed is the standard program for students who maintain full-time status over two years. While many students take courses on a part-time basis, the sequencing of courses and requirements is universal. All students must complete requirements within four years of matriculation and fulfill residency requirements by enrolling in ten or more credits in two successive semesters.

FULL-TIME TWO-YEAR M.S.W. PROGRAM

Plan of Study

Courses are 3 credits unless noted otherwise.

Foundation Year (32 credits)

Fall Semester (16 credits)

SWK (0404) 500 Issues in Social Welfare I: History and Philosophy of Social Welfare

SWK (0404) 500 Issues in Social Welfare I: Role (Rec) (*0 credits*)

SWK (0404) 510 Human Behavior Theory for Social Work Practice I

SWK (0404) 520 Foundations of Social Work Practice I

SWK (0404) 542 Oppression, Diversity and the Struggle for Human Rights

SWK (0404) 690 Field Instruction I (21 hours per week)

or

SWK (0404) 693 Extended Field Instruction I (14 hours per week) (*4 credits*)

Spring Semester (16 credits)

SWK (0404) 501 Issues in Social Welfare II: Inequality, Inequity, and Social Justice

SWK (0404) 511 Human Behavior Theory for Social Work Practice II

SWK (0404) 521 Foundations of Social Work Practice II

SWK (0404) 557 Social Work Research I

*SWK (0404) 559 Statistics for Social Work Research

SWK (0404) 691 Field Instruction II (21 hours per week) (*4 credits*)

or

SWK (0404) 694 Extended Field Instruction II (14 hours per week) (*4 credits*)

*Students who have not completed a course in statistics within the past five years with an earned grade of B or better are required to enroll in an additional one-credit statistics course, SWK (0404) 559.

Advanced Year (32 credits)

In their advanced year, students complete a concentration in contemporary direct practice. The concentration is comprised of Advanced Social Work Practice with Individuals, Advanced Social Work Practice with Groups, Advanced Social Work Practice with Families and Couples, Social Work Assessment and Diagnosis, Social Work Research II, Organizational Context for Professional Practice, and the field internship.

Fall Semester (16 credits)

SWK (0404) 710 Social Work Assessment and Diagnosis
 SWK (0404) 722 Organizational Context for Professional Practice
 SWK (0404) 758 Social Work Research II
 SWK (0404) 780 Advanced Social Work Practice with Individuals
 SWK (0404) 790 Field Instruction III (21 hours per week)

or

SWK (0404) 778 Extended Field Instruction II (14 hours per week) (4 credits)

Spring Semester (16 credits)

SWK (0404) 7XX Elective
 **SWK (0404) 736 Contemporary Social Work: An Integrated Approach
 SWK (0404) 782 Advanced Social Work Practice with Groups
 SWK (0404) 786 Advanced Social Work Practice with Families/Couples
 SWK (0404) 791 Field Instruction IV (21 hours per week) or SWK (0404) 779 Extended Field Instruction (14 hours per week) (4 credits)

**SWK (0404) 736 must be completed in the student's final semester of the program.

This course is offered in Garden City only.

M.S.W. ONE-YEAR RESIDENCY (O.Y.R.) PROGRAM

The O.Y.R. program is a 64-credit program designed for practitioners with a minimum of three years of social work related, paid experience under direct M.S.W. supervision. This program may be completed on a full-time or part-time basis. During the foundation year, O.Y.R. students enroll in a four-credit seminar (SWK (0404) 601) supported by concurrent social work related employment. Foundation practice courses are supported by students' concurrent employment in their human service agency. All O.Y.R. students are required to complete one year "in residence" during which they meet a 900-hour Field Instruction requirement.

PART-TIME PROGRAM

Students may schedule courses and field internships to complete the M.S.W. program in three to four years. Evening and weekend courses are available. Students may also complete courses during the summer session. Field instruction requirements may be completed on an extended basis at 14 hours per week. All students are required to be available for field placement for a minimum of one full day or two half days during weekday hours.

M.S.W. ADVANCED STANDING PROGRAM

Students who complete the baccalaureate degree in social work from a CSWE-accredited program are eligible to apply for admission to the graduate program and, if accepted, can complete the Master of Social Work degree in one year. In the second semester of the senior year, Adelphi social work majors may apply for admission to the Advanced Standing program. Eligibility for the program requires a better-than-average record in the social work major including field instruction performance. Applicants must have a minimum overall grade-point average of 3.0, with grades of B or better in all social work courses as well as positive recommendations from faculty advisers and classroom professors.

SPRING START 16 MONTH FULL TIME PROGRAM

This program begins in the spring semester and is similar to the full-time program with four courses and the field internship in each of four semesters. This tightly-structured program requires at minimum one full-time summer semester, 10 weeks from the end of May to the beginning of August. The foundation (first) year field internship must be completed full-time three days per week (21 hours in the spring and 24 hours in the summer).

Spring Start 16 month full time students cannot be employed full time.

BILINGUAL SCHOOL SOCIAL WORK PROGRAM

The Bilingual School Social Work Program is a 70-credit program leading to the M.S.W. degree and a certificate in bilingual school social work. This certificate is recognized by the New York State Education Department. This program is designed for bilingual individuals interested in working as bilingual social worker's in a New York State primary or secondary school setting. Sixty-four credits are taken within the M.S.W. program and 6 credits are taken within the Ruth S. Ammon School of Education. This program can be completed either full-time or part-time with the two education courses taken after completion of the M.S.W. degree requirements.

THE HAUPPAUGE CENTER M.S.W. PROGRAM

The School of Social Work offers the M.S.W. degree at the Hauppauge Center, which is conveniently located in central Suffolk County, Long Island. Students may choose from full-time or part-time programs with classes offered on weekday evenings. All required courses are taught at the Center, except for SWK (0404) 736 Contemporary Social Work: An Integrated Approach which is offered each fall, spring and summer semesters on the main campus in Garden City. Field placements are arranged by the Hauppauge Center's assistant director of field education and are located throughout Suffolk and Nassau Counties.

The Graduate Admissions Office in Garden City, using the same criteria and procedures governing applications to the main campus, handles admission to the Hauppauge Center program centrally. All decisions regarding admissions are made by the coordinator of admissions in Garden City in consort with the School's Admissions Committee.

For inquiries specific to the Hauppauge Center, please contact:

Hauppauge Center

55 Kennedy Drive

Hauppauge, New York 11788

Lynne Shulman, *Director of Hauppauge Center Social Work Program*

p – (631) 300-4363

e – shulman@adelphi.edu

HUDSON VALLEY CENTER M.S.W. PROGRAM

The School of Social Work offers the M.S.W. degree at the Hudson Valley Center, which is located in Poughkeepsie, New York. Students have the opportunity to pursue the master's degree program by taking evening and/or Saturday classes. Students may attend part-time or full-time. All courses are taught at the Center except SWK (0404) 736 Contemporary Social Work: An Integrated Approach, which is offered as a blended class. That is the class requires only four in-person sessions held at the Garden City campus, and the remainder of the sessions taught online. The course is offered each fall, spring and summer semesters on the Garden City campus. SWK (0404) 736 is not offered at the Hudson Valley Center.

Field placements for first-and second-year students are arranged in agencies throughout the Hudson Valley region in a wide variety of professional settings. All courses offered in the Hudson Valley program follow the same outlines and have the same requirements as the courses on the main campus. The Graduate Admissions Office in Garden City, using the same criteria and procedures governing applications to the main campus, handles admission to the Hudson Valley program centrally. All decisions regarding admissions are made by the coordinator of admissions in Garden City in consort with the School's Admissions Committee.

For inquiries specific to the Hudson Valley Center, please contact:

Hudson Valley Center

457 Maple Street

Poughkeepsie, N.Y. 12601

Eileen Chadwick, *Director of Hudson Valley Program*

p – (845) 471-3348

e – chadwick@adelphi.edu

MANHATTAN CENTER M.S.W. PROGRAM

The School of Social Work offers the M.S.W. degree at the Manhattan Center. Students have the opportunity to pursue the master's degree program by taking evening and Saturday courses on a full-time or part-time basis. SWK (0404) 736 Contemporary Social Work: An Integrated approach must be completed on the Garden City campus. Onsite support services in Manhattan include academic and field advisement, computer and library facilities, and registrar and student financial services. All courses offered in Manhattan use the same outlines, bibliographies, and assignments as the courses offered on the main campus.

Admission to the Manhattan program is handled centrally by the Admissions Office in Garden City using the same criteria and procedures governing applicants to the main

campus. All decisions regarding admission are made by the Coordinator of Admissions in Garden City in concert with the Admissions Committee.

For inquiries specific to the Manhattan Center, please contact:

Manhattan Center

75 Varick Street

Sandra Nicaise, *Director of Manhattan Center Social Work Program*

New York, New York 10013

p – (212) 965-8340, ext. 8358

ADMISSIONS TO THE M.S.W. PROGRAM

The requirements for admission to the M.S.W. program are based on prior academic performance, values consonant with the social work profession, and paid and/or volunteer human service experience. The minimum requirements include the following:

1. A baccalaureate degree from an accredited college or university with a strong background in the liberal arts and sciences.
2. Personal characteristics and qualifications related to successful professional performance consonant with the National Association of Social Workers Code of Ethics.*
3. A minimum undergraduate grade-point average of 3.0 on a four-point scale.
4. Paid or volunteer experience in the human services preferred.
5. International students must have a TOEFL score of 585.

Candidates for the Advanced Standing program must have obtained an undergraduate degree from a CSWE-accredited social work program within the past five years, and are required to have achieved grades of B or better in all of their social work courses. In some cases, additional courses may have to be taken if the candidate's program varies significantly from Adelphi's foundation curriculum.

**Please Note: The NASW Code of Ethics is available online at socialworkers.org/pubs/codenew/code/asp.*

Application Procedure

Each candidate is required to file an application provided by the University's Office of Graduate Admissions or the School of Social Work, or downloaded from the University's Web site.

Applications for full-time study should be completed and received by the University with all required documents by July 15 for priority consideration for the fall semester and by December 1 for priority consideration for the spring semester. Completed applications for full-time study received after these dates will only be reviewed on a space available basis. It is strongly recommended that applicants for the Advanced Standing program and transfer students file applications by March 1 for fall semester admission. The School reserves the right to limit admissions as necessary.

Candidates must submit three reference letters. Preferred sources are supervisors in the social agencies in which they have been volunteering or employed, college instructors, or others unrelated to the applicant who are equipped to evaluate their readiness for graduate

study and capacity for social work practice. Candidates must arrange for the forwarding of their college transcripts and submit a personal statement of how their interest in social work developed and the life experiences that influenced this professional choice. Please refer to the questions on the application. At the discretion of the School's Admissions Committee, a candidate may be interviewed to secure additional information or to gain impressions as to personal qualifications.

For additional information please contact Marcia Edwards, Admissions Coordinator for the School of Social Work, (516) 877-4384.

Admission Process

Each step of the admissions process is designed to contribute information about the qualifications of the candidate. The application form, transcripts, references, and, if required, the interview are used to elicit relevant data.

Application Form

1. The application form provides information about prior educational experience and paid or volunteer work experience.
2. Educational background data, including transcripts, provide insight as to the quality of educational institutions attended, continuity of participation in the educational process, scholarly potential as revealed in grade point average, and prior areas of study.
3. Material on employment background and volunteer activity sheds light on the quality of the applicant's work history in relation to readiness for professional education.
4. Information on organizational affiliations in school and community gives evidence of leadership experience, interests, and commitment to social issues.
5. The personal statement provides evidence of the motivation of the applicant, the role of significant life experiences on the choice of the social work profession, and on the applicant's writing and conceptual abilities.

References

Letters of reference are particularly valuable when received from employers or supervisors in social work settings or from college teachers who can report on learning patterns and academic potential. References from close friends and family members are not appropriate. Letters of reference are used to help to assess the candidate's potential for growth or readiness for professional social work education.

Personal Interview

A personal interview may be required for transfer applicants, advanced standing applicants, accelerated applicants, O.Y.R. applicants, and for any candidates for whom the written materials are insufficient to arrive at a judgment as to the applicant's ability to successfully pursue graduate study in social work. The interview is used to evaluate the applicant and to secure any additional information necessary to arrive at an overall assessment of the applicant's capacity and readiness to undertake professional social work education.

Decision-Making Process

On the basis of review by members of the Admissions Committee and the Coordinator of Admissions, a decision is made and forwarded to the University admissions department. The University then notifies the applicant of the School's decision.

EXPENSES AND FINANCIAL AID**Tuition Assistance**

The School of Social Work has a variety of tuition assistance programs to assist students with the cost of their graduate education.

Need-Based Scholarships

The School awards a limited number of scholarships to full-time, incoming students based on merit and financial need. Application for aid is made at the point of application to the program.

The Rita Paprin Memorial Scholarship

The family and friends of the late social work professor, Rita Paprin, established a memorial scholarship in 1983, its mission consistent with her lifetime commitment to changing social policies. Students who have demonstrated a strong commitment to social policy development and social change are eligible. To qualify, students must have completed at least 12 credits and be enrolled in either our bachelor's, master's, or doctoral program.

The Patricia Beldoch Hochfelder Memorial Scholarship

The Beldoch and Hochfelder families of the late alumna, Patricia Beldoch Hochfelder, established a memorial scholarship in 1986, its mission consistent with her lifetime commitment to social justice. Minority students with outstanding academic records and in financial need are eligible. To qualify students need to have demonstrated their commitment to the values of social work.

The Henry William Niebuhr Scholarship

The Henry William Niebuhr Scholarship is awarded to a B.S.W. or M.S.W. student who has decided to change careers in midlife and has returned to school in order to prepare for a career in substance abuse services. To qualify the student must have an excellent academic record.

Agency Tuition Remission

Students employed in a social work agency which is affiliated with the School's field education program may be eligible for agency tuition remission. To qualify, the student's agency must designate accrued tuition remission credits to the employee consistent with the University's policy for agency tuition remission.

Graduate Assistantships

The School has a number of graduate assistantships. These grants are applied directly to the student's tuition. Students receiving an assistantship work with a member of the faculty on research and/or administrative projects.

Transfer Students from Accredited Schools of Social Work

Applicants wishing to transfer to Adelphi after successfully completing the foundation level at another accredited school of social work may be accepted into the advanced level of the M.S.W. program. The applicant is required to file a complete application and provide a reference from a field instructor. A personal interview may also be required. Applicants who wish to transfer credits for courses taken on a part-time basis at another accredited School of Social Work may do so consistent with the School's policy on transfer credits.

Additional Information**Transfer Credits**

Students who have taken a graduate course in an accredited graduate program similar to an Adelphi social work course may request a transfer of credit. A transcript, course description, course outline, and bibliography must be submitted to the School's coordinator of admissions. The course must have been taken within five years of matriculation with a grade of B or better. The coordinator of admissions, in consultation with the sequence chair, assesses the degree to which the course corresponds to the Adelphi course. If the graduate credit is approved for transfer, the student does not have to take another course in its place. A placing out exam may be required at the discretion of the assistant dean for academic affairs. Students who completed a graduate course that counted toward a baccalaureate degree cannot receive transfer credit for that course. Only courses completed for graduate credit can be transferred. No social work course credit is granted for previous work or life experience.

Course Waivers

Course waivers are granted selectively on an individual basis. Students who have taken an undergraduate course similar to an Adelphi social work course may request a course waiver. A transcript, course description, course outline, and bibliography must be submitted to the Assistant Dean for Academic Affairs. The course had to have been taken within five years of matriculation with a grade of B or better. The Assistant Dean, in consultation with the sequence chair, assesses the degree to which the course from another school corresponds to the Adelphi course. If the course does correspond, the student will then be required to take a placing out exam. If the student passes the exam, that is receives a grade of 80 or a B, the course is waived and the student must take another course in its place. Graduate credit is not granted for undergraduate courses.

Graduate Policies and General Information

Academic support and advisement is available for all students through the Office of the Assistant Dean for Academic Affairs. All students in the M.S.W. program are expected to maintain a minimum 3.0 GPA throughout the program. Students are monitored for academic performance and referrals are made to the Office of Academic Affairs when students fall below the minimum standard. Academic contracts are written for all students who do not earn the minimum 3.0 total GPA.

POSTGRADUATE CERTIFICATES

POST-MASTER'S CERTIFICATE PROGRAM IN BILINGUAL SCHOOL SOCIAL WORK (16 credits)

This 16-credit post-master's program is designed for bilingual M.S.W. graduates, who are seeking N.Y. State Certification in Bilingual School Social Work. To apply, please submit your application, your M.S.W. final transcript, and an essay describing your interest in bilingual school social work and in securing the certificate. This program is also available to current Adelphi M.S.W. students.

ADVANCED HUMAN RESOURCE MANAGEMENT CERTIFICATE PROGRAM (15 credits)

M.S.W. students are eligible to enroll in a joint program with the School of Business leading to a certificate in Human Resource Management that requires nine additional credits beyond the M.S.W. degree. The certificate program is 15 credits: the SWK (0404) 722 course is applied toward the certificate so that the M.S.W. student takes four rather than five business school courses to complete the certificate. One of the four courses is counted toward the M.S.W. in lieu of a social work elective and is taken during the final year of M.S.W. study. The remaining nine credits for the certificate are taken in the year following receipt of the Master's of Social Work.

POSTGRADUATE CERTIFICATE IN TRAUMA STUDIES

The Trauma Studies program is designed and taught by leading clinicians and researchers in the trauma field. This intensive training program is designed for the experienced clinician to develop and build solid clinical skills around the area of trauma. In our current climate, we are seeing more and more people impacted by various forms of trauma. This program will orient clinicians to effective and evidence-based practices appropriate for a number of different populations.

For more information, visit socialwork.adelphi.edu/conted/trauma.php

POSTGRADUATE CERTIFICATE IN CLINICAL SUPERVISION

Adelphi's Postgraduate Certificate in Clinical Supervision is an intensive training program designed to provide clinicians with tools to develop and improve their skills as supervisors. Some fundamental elements of this program include: the therapeutic use of self, choosing an effective model of supervision, supervision as a developmental process performing and using supervisory assessments, increasing supervisor self-awareness and effectively addressing transference and counter transference issues, difficulties and impasses in supervision and cultural awareness. This certificate program is part of the School of Social Work's continued effort to provide current, cutting edge clinical skill building opportunities.

For more information, visit socialwork.adelphi.edu/conted/clinicalsupervision.php

PH.D. IN SOCIAL WORK PROGRAM (51 credits)

The doctoral program of the Adelphi University School of Social Work prepares students to assume leadership in the social work profession. The course of study is designed to expand students' capacities to conceptualize, develop, evaluate, and disseminate knowledge of the problems that impact the human condition and strategies designed to change those conditions. In becoming social work scholars, doctoral students must develop a critical and sophisticated understanding of the historical, global, national, and community forces that shape contemporary human experience and social work practice. The Adelphi doctoral curriculum is grounded in an evolving knowledge base and is designed to foster the critical thinking that will prepare its graduates for leadership in the development of knowledge for all levels of social work practice.

POSTGRADUATE CERTIFICATE IN NONPROFIT LEADERSHIP

The Postgraduate Certificate in Nonprofit Leadership, *Learning to Lead: Within Yourself, Your Organization, Your Community* is offered in partnership with the Long Island Center for Nonprofit Leadership. This year long program emphasizes a hands-on approach to leadership development within a collaborative framework. *Learning to Lead* focuses on embracing the challenge of leadership while extending mission beyond the organizational walls. In this framework, nonprofit leaders work internally on their own development as well as within the boundaries of their organizations and the communities that they serve.

For more information, visit <http://adelphi.edu/linononprofit/learningtolead>

Organization and Structure of the Ph.D. Program

The Ph.D. program is designed to meet the needs of students who continue to work as social work professionals during their course of study. To obtain the doctoral degree, students must complete the 51-credit curriculum with at least a 3.3 grade point average and successfully defend a dissertation that is the product of original, independent research.

The program offers students a part-time and full-time option. In the part-time option, students take 48 of the 51 required credits one afternoon and evening a week for eight semesters (two courses per semester) and the remaining three credits in the summer following their third year of study. Students who have completed the first two years of study with a minimum grade point average of 3.3 are eligible to take qualifying examinations based on their first two years (eight courses and 24 credits) of course work. If they pass all four examinations, they may proceed with the remaining nine courses and with development of a proposal for their dissertations.

Students who elect the full-time option take four courses a semester on two days a week, also in the late afternoon and early evening. They are eligible to take the qualifying examinations after the first year of study and completion of eight courses and 24 credits with at least a 3.3 grade point average. After passing the qualifying examinations, they take eight courses (24 credits) in the second year of study and the remaining course (3 credits) in the summer following the second year.

Dissertation advisement may begin while students are enrolled in courses. For advisement after completion of their course work students enroll in SWK (0404) 895, Continuing Matriculation with Dissertation Advisement, for a maximum of six semesters. For semesters they remain in the program and for which they are not receiving advisement, students must enroll in SWK (0404) 896, Continuing Matriculation without advisement.

Within two years of the completion of their course work students in both full- and part-time programs must have an accepted dissertation proposal. They have 10 years from the date of matriculation to complete and successfully defend a dissertation.

Questions regarding the Ph.D. program may be directed to Interim Program Directors Judy Fenster, *Interim Co-Director of Ph.D. Program*, fenster@adelphi.edu, or Philip Rozario, *Interim Co-Director of Ph.D. Program*, rozario@adelphi.edu or call (516) 877-4385.

Plan of Study

Part-Time Program

First Year (Mondays)

Fall

SWK (0404) 810 Epistemology and Social Work Knowledge

SWK (0404) 842 Human Behavior: Theory, Empirical Knowledge, and Contemporary Practice

Spring

Prerequisite: Examination on Master's level Research and Statistics

SWK (0404) 850 Comparative Approaches to Social Work Research: Quantitative

SWK (0404) 882 Comparative Approaches to Social Work Research: Qualitative

Second Year (Wednesdays)

Fall

SWK (0404) 845 Cross-national Perspectives on Social Provision

SWK (0404) 860 Social Work and Social Science

Spring

SWK (0404) 843 Social Work Practice with Individuals: Theory and Research

SWK (0404) 848 Social Work Practice with Groups: Theory and Research Candidacy Examinations in Epistemology, Research, Practice and Policy

Third Year (Mondays)

Fall

SWK (0404) 844 Program Development and Evaluation

SWK (0404) 862 Specialization Seminar: A Multi-Dimensional Approach

Spring

SWK (0404) 851 Foundations to Data Analysis: Univariate and Bivariate Statistics

SWK (0404) 846 Social Work Practice with Families: Theory and Research

Summer

SWK (0404) 856 Multivariate Analyses
Fourth Year (Wednesdays)

Fall

SWK (0404) 811 Social Work Education: Issues and Processes
SWK (0404) 857 United States Social Work in Historical and Cross-national Perspective

Spring

SWK (0404) 853 Advanced Research Topics
SWK (0404) 854 Proposal Development Seminar

Full-Time Program

Students take the 24 credits (eight courses) listed above for the first and second years of the part-time program in the first year of full-time study. In the second year of study they take the 24 credits (eight courses) listed above for the third and fourth years. The additional course (three credits) is taken in the summer following their second year of study.

ADMISSION REQUIREMENTS

Admission to the Ph.D. program requires a Master of Social Work degree with a grade-point average of at least 3.3; three years of successful post-M.S.W. professional experience; and evidence of capacity to engage in doctoral study. Promising candidates are interviewed by a member of the doctoral faculty.

Exceptions to these requirements will be considered when applicants demonstrate equivalent attainments or compensating strengths. For example, an applicant has not yet completed three years of post-master's professional experience but has made a contribution to social work knowledge in professional publications. Applicants who do not fulfill the typical admission requirement may be required to complete additional course work beyond the 51 credit hours.

The School of Social Work considers the following criteria when evaluating applicants for acceptance into the doctoral programs:

- Intellectual capacity
- General professional competence
- Knowledge of critical issues in social work
- Strength of commitment to doctoral study
- Adequacy of plans for financing doctoral study
- General capability (e.g., time) to pursue research on a doctoral level
- A high score on the TOEFL (Test of English as a Foreign Language) is required of international students to demonstrate sufficient proficiency in language skills to engage in doctoral study.

Application Procedure

Applicants for admission should:

1. Secure and fill out the “Application for Admission to Graduate Studies” form;
2. Arrange for three letters of reference, using the provided forms, and send them to the Office of Graduate Admissions (see below);
3. Include a personal essay describing professional experience, interests and reasons for doctoral study, and how it fits into their professional career history and future career plans;
4. Submit examples of their professional work (papers, articles, grant applications);
5. Include the required, nonrefundable application fee (\$50) in the form of a check or money order made payable to Adelphi University;
6. Mail the completed application form, personal essay, professional samples, and application fee in the return envelope provided with the application form to:
Office of Graduate Admissions, Adelphi University, Levermore Hall,
1 South Avenue, P.O. Box 701, Garden City, New York 11530-0107

When the application is complete (all the above items have been received), the director of the doctoral program will communicate with promising applicants to set up an admissions interview with a member of the doctoral faculty on Adelphi’s Garden City campus.

Application Deadline

It is preferable that applications be completed by April 1 for admission the following September. Admissions interviews will be held as completed applications are received. Applications received after the deadline will be considered if seats are still available.

Relationship to University Admissions

The decision to admit a student rests with the Doctoral Committee of the School of Social Work. The relationship with the Office of University Admissions is consultative and procedural. For example, in the instance of international applicants or applicants attending special undergraduate programs in the United States, the Office of University Admissions can provide help in evaluating the equivalency of academic course work to the M.S.W. curriculum in the United States. The following materials are sent to applicants by the University:

School of Social Work Cover Letter
Application (including reference letter forms)
Data Card

The Office of University Admissions, upon notification by the director of the doctoral program, sends official letters of acceptance or rejections.

X.



UNIVERSITY COLLEGE

Hagedorn Hall, Room 201

p – (516) 877-3412

e – ucinfo@adelphi.edu

w – uc.adelphi.edu

Shawn O’Riley

Executive Director

e – oriley@adelphi.edu

Administration

Emily B. Wilson, *Associate Director*

e – wilson@adelphi.edu

Jaime Kindelmann, *Assistant Director*

e – kindelmann@adelphi.edu

Amy j. Zarett, *Senior Academic Adviser*

e – zarett@adelphi.edu

Marsha Bazelais, *Academic Advisor*

e – mbazelais@adelphi.edu

INSTRUCTIONAL STAFF

academics.adelphi.edu/universitycollege/faculty/index.php

Stanley Bodner, Ph.D.

Gregory Canell, M.B.A.

Alan H. Cooper, Ph.D.

Paul Esposito, Ph.D.

Salvatore Iacone, Ph.D.

Stephanie Lake, Ph.D.

Kenneth C. Rondello, M.D., M.P.H.

Daniel Rosenberg, Ph.D.

Philip Roth, M.B.A.

Michael Santaniello, Ph. D.

Ronald L. Schoenberg, J.D.

Karsten J. Struhl, Ph.D.

Gordon Welty, Ph.D.

University College is Adelphi’s college for the working adult and offers innovative instructional programs, including noncredit courses and certificate programs; associate’s and bachelor’s degrees; and graduate programs, including graduate certificates in basic sciences for health professions and emergency management.

Mission Statement

University College is the leader in higher education for working adults on Long Island. University College strives to provide a multitude of learning opportunities for adults who wish to begin or continue their postsecondary education, begin or change careers and maintain busy family and community commitments. University College has been created and developed to meet the specialized needs of adults pursuing higher education and views its six points of distinction as a way University College uniquely serves adult students.

They are:

- **Quality:** University College strives to be the finest adult higher education program in the region and a national leader in adult higher education programs and services. Quality is assured through regional and national program accreditation, faculty who have years of academic and professional experience, highly trained staff assigned to assist students, and student services created and maintained specifically for working adults.
- **Convenience:** University College strives to create educational opportunities and student services that meet the needs of busy, working adults. Convenience is assured through an extensive University College online Web site and electronic portal presence, courses scheduled nights, weekends, online, blended and accelerated, extended University College office hours, and streamlined and simplified student services.
- **Career-Focus:** University College strives to create degree and non-credit programs that assist students in achieving their career goals. This includes offering degrees that lead to careers in growing industries and fields, that are directly and indirectly linked to graduate school programs and external credentials, and that prepare students to enter or re-enter the job market.
- **Technology-Infused:** University College strives to prepare students fully for 21st century careers requiring significant technology skills and abilities. This includes using classrooms that have the latest in instructional technology and access to the internet, faculty with technology training and years of technology experience, live courses that offer lessons using multimedia and the latest available software and hardware, online and blended courses that use the most advanced course management systems, and student technology standards that assure students they have the technology skills required by their career fields.
- **Affordable:** University College strives to be an affordable higher education option that is available to students of all income levels. Affordability is assured by tuition and fees reduced from the traditional student programs, grants and scholarships available to adult students, issuing college credit for relevant and substantial work or volunteer experience, and giving students the ability to accelerate their degree programs and enter their career fields at a pace faster than traditional students.
- **Personal and Supportive:** University College strives to provide a personal touch for students throughout their degree and nondegree programs. This means significant pre-enrollment advising from University College staff, one consistent point of contact with a University College staff member throughout a student's degree program, and smaller-sized classes filled with fellow adult students.

University College will always be a place that puts the unique needs of working adult students first and will ensure that students graduate with a rich academic experience and well-prepared for their chosen career.

PROGRAMS OF STUDY

Associate's Degrees

- Associate of Arts (A.A.) in Liberal Arts
- Associate of Arts (A.A.) in Liberal Arts: Pre-Nursing Concentration
- Associate of Science (A.S.) in Emergency Services Administration

Bachelor's Degrees

- Bachelor of Arts (B.A.) in Literature
- Bachelor of Arts (B.A.) in Psychology
- Bachelor of Arts (B.A.) in Social Sciences: Psychology and Human Service Professions Concentration
- Bachelor of Arts (B.A.) in Social Sciences: Social-Cultural Studies Concentration
- Bachelor of Arts (B.A.) in Fine Arts
- Bachelor of Science (B.S.) in Natural Science
- Bachelor of Science (B.S.) in Criminal Justice
- Bachelor of Science (B.S.) in Business
- Bachelor of Science (B.S.) in Emergency Services Administration

Master's Degrees

- Master of Science (M.S.) in Emergency Management

Certificate Programs

Certificate in Basic Sciences for Health Professions
 Graduate Certificate in Emergency Management
 Basic Certificate in Accounting
 Advanced Certificate in Accounting

Noncredit Programs and Courses

Online Certificate in English/Spanish Translation
 Summer Pre-College Programs

University College Department Codes and Numbers Used on Courses:

Dept.#	Code	Description
0602	ABL	ADULT BAC LEARNING EXPERIENCE
0606	ACG	UC CRIMINAL JUSTICE
0611	AHS	UC HUMANISTIC STUDIES
0612	ANS	UC NATURAL SCIENCE
0613	ASO	UC SOCIAL SCIENCE
0615	AMC	UC MANAGEMENT & COMMUNICATIONS
0616	UEM	UC EMERGENCY MANAGEMENT
0637	UCI	UC-INTERDISCIPLINARY STUDIES

UNDERGRADUATE INFORMATION

University College Core Courses

All University College undergraduate degree programs, both associate's and bachelor's, (excepting the B.A. in Business) require the same 16 credits of core courses for successful completion of the degree program. Each core course is four credits. These courses are:

AHS (0611) 121	Expository and Professional Writing
ANS (0612) 110	Quantitative Problem Solving
ANS (0612) 131	Science and the Citizen
ASO (0613) 205	Global and Societal Development and Conflict

Waiver of Core Course Requirements

University College students may attempt to waive the core course requirement either through transfer credits or prior learning. Please check with your academic adviser if you are considering a waiver of core course requirements before you begin your degree program. A summary of the waiver of core course requirements is as follows:

Expository and Professional Writing:

Exemption/transfer credit: Students who would like to exempt this course must have a portfolio of academic or professional writing work that will be evaluated by an Expository and Professional Writing instructor, and must perform a short, in-person writing sample. The writing portfolio must show examples of work that includes research integrated into the writing, that has an introduction or thesis statement, main body and conclusion or summary, that cites sources if it is an academic work, includes arguments or claims made in the work that are backed up with evidence, and that makes a consistent, coherent argument throughout the work that supports the introduction or thesis statement. Simple memos, letters or other office correspondence will not be considered for this portfolio. The in-person writing sample assists in verifying that the student's work is comparable to their writing sample.

Quantitative Problem Solving:

Exemption/transfer credit: At least two college level mathematics or one college level statistics course.

Science and the Citizen:

Exemption/transfer credit: at least two science courses in transfer credit (not necessarily lab courses) or one lab science course.

Global and Societal Development:

Exemption/transfer credit: at least two social science courses in transfer credit.

General Education

In addition to the University College core courses, students must also complete General Education Requirements.

General Education Requirements: *(18-24 credits)*

6-8 credits in Arts (Music, Music or Art History, Communications, Performing Arts, Film)

6-8 credits in Social Science (Psych, Sociology, Anthropology, History, Economics, Political Science)

6-8 credits in Humanistic Studies (Lit., Lang., Philosophy, Foreign Language)

Note: Students who transfer an AA or AS degree and who have equivalent coursework can waive General Education requirements.

Associates Degrees

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.

In addition to the 16 credits of core liberal arts requirements, the A.A. in Liberal Arts requires two humanistic studies foundation courses, two social sciences foundation courses and two art courses. Students must also complete 24-30 elective credits chosen in conjunction with help of their academic adviser.

Concentration option for the A.A. in Liberal Arts:

Pre-Nursing Concentration

Adelphi University College and School of Nursing have combined to offer a unique degree program that assists Licensed Practical Nurses (LPNs) who want to earn a bachelor's degree in nursing and pursue their nursing career goals. This unique program allows students to receive college credit for their LPN training and other work experiences, and finish their bachelor's degree program in less time and at less expense than traditional undergraduate programs. Students enroll in University College and receive credit for their LPN training while they earn an Associate's Degree in Liberal Arts and prepare for admission to the School of Nursing. In order to be accepted into the School of Nursing, students must complete the A.A. with a cumulative GPA of 3.0 and take the TEAS entrance exam. In addition to completing the course requirements for an A.A. in Liberal Arts, students must also complete all the prerequisite courses for the B.S.N. program. These courses include:

BIO (0105) 209	Emerging Trends in Genetics
BIO (0105) 210	Pathophysiology
CHEM (0106) 109	Physiological Chemistry
MTH (0144) 113	Survey of Statistics
PIA (0501) 114	Developmental Psychology
NUR (0203) 233	Nutrition in Nursing
NUR (0203) 232	Informatics in Nursing

Associate of Science (A.S.) in Emergency Services Administration

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 30 of the total credits may be awarded from prior learning, with a maximum of 16 credits in prior learning from EMS work experience. In all cases, candidates must have a minimum cumulative grade-point average of 2.5.

This program is available entirely online or can be completed taking a mixture of online and live-instruction courses.

Requirements for the A.S. in Emergency Services Administration

In addition to the 16 credits of core liberal arts requirements, the A.S. in Emergency Services Administration requires Principles of Management, Science Electives (4 credits), Humanities Electives (4 credits), and Arts Electives (8 credits).

Courses in the major students must complete (*15 credits*):

MGT (0210) 366	Organizational Behavior
UEM (0616) 201	Principles of Emergency Services (Required Intro Course)
UEM (0616) 301	Emergency Services Management and Administration
UEM (0616) 302	Legal Aspects of Emergency Services
UEM (0616) 304	Introduction to Financial Concepts for Emergency Services
UEM (0616) 305	Emergency and Disaster Preparedness
UEM (0616) 306	Master Planning for Public Emergency Management
UEM (0616) 307	Occupational Safety and Health
UEM (0616) 308	Emergency Services Leadership

Bachelor Degrees

University College Bachelor Degree Capstone Courses

All University College bachelor's degree programs (excepting the B.S. in Business, the B.S. in Criminal Justice, and the B.A. in Psychology), are completed by taking a sequence of two 4-credit capstone courses:

UCI (0637) 404	Baccalaureate Capstone I
UCI (0637) 405	Baccalaureate Capstone II: Research Seminar

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.

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 B.A. in Literature or Social Science

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 in Literature

A Bachelor of Arts in Literature provides students with a broad base of knowledge and critical thinking skills valued by employers in virtually every occupational field. The B.A. in Literature helps students develop skills in the key areas of written communication, problem solving, analytical and critical thinking, and interpersonal understanding. In addition, students gain an opportunity to develop and implement ideas, expand literacy, develop research techniques, and fine tune analytical and presentation tools. Focus is put on strengthening the student's ability to formulate and evaluate their own arguments as well as those of others.

Foundation courses (9-12 credits required) can include:

AHS (0611) 201	Introduction to Literature
AHS (0611) 203	Introduction to American Literature
AHS (0611) 204	Introduction to European Literature
AHS (0611) 211	Introduction to Poetry
AHS (0611) 226	Introduction to Drama
AHS (0611) 232	American Literature and Culture

Advanced Elective courses (16-21 credit minimum) can include:

AHS (0611) 330	American Popular Novel
AHS (0611) 330	The British Novel
AHS (0611) 330	The Gothic Novel
AHS (0611) 330	Literature and Film
AHS (0611) 330	Myth and Fairytale
AHS (0611) 330	The Mystery Novel
AHS (0611) 330	Women and Literature
AHS (0611) 330	Social Protest Novel
AHS (0611) 330	Mark Twain and American Humor
AHS (0611) 330	Women of Will
AHS (0611) 330	The Brontes
AHS (0611) 330	Jane Austen

Bachelor of Arts in Social Science

The Bachelor of Arts in Social Science focuses on guiding students to develop their cognitive skills, including critical thinking, creative thinking, problem solving, and decision making. The majority of University College social science majors continue their studies in graduate programs in one of the following areas: psychology, school psychology, counseling, elementary or secondary education, public administration, law, and social work.

Concentrations offered for the B.A. in Social Sciences:

Psychology and Human Service Professions

The Bachelor of Arts in Social Science – Specialization in Psychology: Human Services Professions track degree prepares students for advanced degrees in the human services professions. Students who achieve this degree go on to careers in psychology, mental health counseling, and social work. The degree includes coursework that gives the student an excellent academic preparation for application to graduate programs in psychology, social work and the social sciences.

Foundation courses (9-12 credits required) can include:

- ASO (0613) 113 Major Themes in American Civilization
- ASO (0613) 171 Introduction to Psychology
- ASO (0613) 241 American Political Systems
- ASO (0613) 284 Theories of Human Behavior

Advanced Elective courses (16-20 credits required) can include:

- ASO (0613) 114 Major Themes in European History
- ASO (0613) 271 Behavioral Psychology
- ASO (0613) 272 Developmental Psychology
- ASO (0613) 320 American Labor Past and Present
- ASO (0613) 330 Theories and Processes of Counseling
- ASO (0613) 373 Abnormal Psychology
- ASO (0613) 378 Addictions in American Society
- ASO (0613) 389 Conflict Resolution

Social Cultural Studies

The Bachelor of Arts in Social Science - Specialization in Social-Cultural Studies prepares students for advanced degrees in fields like sociology, education and law.

Foundation courses (9-12 credits required) can include:

- ASO (0613) 108 Society and the Individual
- ASO (0613) 113 Major Themes in American Civilization
- ASO (0613) 202 Cultural Anthropology
- ASO (0613) 241 American Political Systems

Advanced Elective Courses (16-20 credits required) can include:

ASO (0613) 234	Aspects of Aging
ASO (0613) 283	Sociology of the Family
ASO (0613) 310	Social Anthropology
ASO (0613) 331	Cultural Issues in Contemporary Society
ASO (0613) 374	Alternate Lifestyles
ASO (0613) 375	Social Roles of Men & Women
ASO (0613) 376	Social Problems
ASO (0613) 377	Outsiders: Studies in Non Conformity
ASO (0613) 383	Social Change

Bachelor of Arts (B.A.) in Psychology

University College has partnered with Adelphi's Gordon F. Derner Institute for Psychological Studies to offer the undergraduate bachelor of arts degree in psychology. University College students enrolled in this major will complete the University College core and general education requirements, in addition to the psychology major courses required by the Derner Institute.

Requirements for B.A in Psychology**Foundation Courses (17-18 credits)**

PIA (0501) 101	General Psychology
PIA (0501) 103	Writing in Psychology (3cr)
PIA (0501) 137	Psychological Statistics
PIA (0501) 245	Psychological research
PIA (0501) 455	History of Psychology (3cr)

Domains of Psychology Introductory Courses (12 credits): students must select one course from each of the following focus areas:

Biological and Cognitive Sciences

PIA (0501) 250	Neuropsychology
PIA (0501) 272	Psychology of Perception
PIA (0501) 292	Cognitive Psychology

Social and Personality Psychology

PIA (0501) 262	Social Psychology
PIA (0501) 284	Theories of Personality

Developmental Psychology

PIA (0501) 114	Developmental Psychology Through the Lifespan
PIA (0501) 115	Developmental Psychology (child)

Clinical and Applied Psychology

PIA (0501) 210	Psychoanalysis
PIA (0501) 283	Psychopathology

Domains of Psychology Courses: students must select one course from one of the following domains (3 credits):

Behavioral and Cognitive Sciences

- PIA (0501) 202 Behavioral Analysis
- PIA (0501) 277 Evolutionary Psychology
- PIA (0501) 441 Creativity, Perception and the Visual Arts

Social and Personality

- PIA (0501) 276 Motivation and motivation
- PIA (0501) 300 Cross-Cultural Psychology
- PIA (0501) 365 Psychology of Women

Developmental

- PIA (0501) 116 Developmental Psychology II (Adolescent Psychology)

Clinical and Applied

- PIA (0501) 111 Applied Behavior Analysis
- PIA (0501) 285 Industrial/Organizational Psychology
- PIA (0501) 290 Psychology of Addictions
- PIA (0501) 318 Principles of Psychological testing
- PIA (0501) 322 Psychology of Loving and Enduring Relationships
- PIA (0501) 355 Introduction to Forensic Psychology
- PIA (0501) 379 Introduction to Counseling and Psychotherapy
- PIA (0501) 386 Psychology of Criminal Behavior

Advanced Topic Seminar: Select two of the following courses (6 credits)

- PIA (0501) 402 Advanced Topics in Behavior Analysis
- PIA (0501) 415 Advanced Topics in Developmental Psychology
- PIA (0501) 462 Advanced Topics in Social Psychology
- PIA (0501) 472 Advanced Topics in Sensation and Perception
- PIA (0501) 482 Advanced Topics in Personality and Clinical Psychology
- PIA (0501) 493 Advanced Topics on Cognitive Psychology

Senior Experience Applied Courses (SEA): Select one:

- PIA (0501) 398 Practicum in Experimental Psychology
- PIA (0501) 381 Practicum in Clinical Psychology
- PIA (0501) 491 Emerging Scholars Program
- PIA (0501) 488 Psychology Internship

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 B.A. in Fine Arts

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 (0611) 151	Beginning Sculpture
AHS (0611) 171	Digital Photography
AHS (0611) 244	Art History: Classical Antiquity
AHS (0611) 252	Ceramics
AHS (0611) 254	Drawing and Composition I
AHS (0611) 350	Beginning Printmaking
AHS (0611) 351	Advanced Sculpture
AHS (0611) 394	Digital Photography II
AHS (0611) 409	Advanced Printmaking
AHS (0611) 454	Advanced Painting and Drawing
UCI (0637) 404	Baccalaureate Capstone I
UCI (0637) 405	Baccalaureate Capstone II: Research Seminar

Bachelor of Science (B.S.) in Natural Sciences

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 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 B.S. in Natural Sciences

The distribution requirement for the Bachelor of Science will be fulfilled by completing 28 credits in laboratory science courses at Adelphi. These courses could include:

BIO (0105) 111/112	Biological Concepts and Methods
BIO (0105) 203/204	The Human Body: Scientific Perspectives on Structure and Function
CHE (0106) 111/112	General Chemistry
CHE (0106) 251/252	Organic Chemistry
PHY (0156) 111/112	College Physics

Bachelor of Science (B.S.) in Criminal Justice

The criminal justice major is offered through the Sociology Department in conjunction with University College. 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.

Courses in University College are 4 credits unless otherwise noted.

Requirements for the B.S. in Criminal Justice

Students must complete the four University Core courses in addition to the course Contemporary Development in Criminal Justice, which is their Capstone.

Foundations (9-12 credits):

PIA (0150) 101 General Psychology

or

ASO (0613) 171 Introduction to Psychology

SOC (0170) 100 Introduction to Sociology

or

ASO (0613) 108 Society and the Individual

ASO (0613) 202 Cultural Anthropology

Core (18 credits):

ACG (0606) 246 Criminology

ACG (0606) 261 Crime and Punishment

ACG (0606) 265 Criminal Justice Planning & Research

ACG (0606) 277 Law and Social Inequality (3 credits)

ACG (0606) 332 American System of Criminal Justice

Specialization (9 credits):

ACG (0606) 323 Individual Rights in the Constitution

SOC (0170) 331 Sociology of Law

PIA (0501) 386 Psychology of Criminal Behavior

Group I Electives (6-8 credits):

ACG (0606) 315 Juvenile Delinquency

ACG (0606) 365 Criminal Law

SOC (0170) 244 Sociology of Deviance

or

ASO (0613) 377 Outsiders Studies in Non-Conformity

Group II Electives (6-8 credits):

ACG (0606) 361 Sociology of Terrorism

ACG (0606) 364 Forensic Science

ACG (0606) 366 Organized Crime

ACG (0606) 370	Special Topics in Criminal Justice
AMC (0615) 381	Cultural Diversity in the Workplace
ANT (0103) 441	Forensic Anthropology
ANT (0103) 229	Humankind, Culture, Environment
ANT (0103) 362	Jaws, Teeth & Forensic Dentistry
ASO (0613) 371	Social Psychology
ASO (0613) 376	Social Problems
ASO (0613) 389	Conflict Resolution
PIA (0105) 262	Special Topics in Social Psychology
PIA (0105) 355	Introduction to Forensic Psychology
POL (0158) 325	Law and the Legal Process
POL (0158) 227	State & Local Government
SOC (0170) 341	Gender Issues in Criminal Justice

Bachelor of Science (B.S.) in Business

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.

Undergraduate Assessment Day

All School of Business and University College business majors are required to complete two School of Business Learning Goal assessment exams during their senior year. These exams will be administered on Undergraduate Assessment Day to students taking a Capstone Course (Business Policy and Strategy or the Senior Seminar in Economics). The purpose of these exams is to ascertain the degree to which the School of Business Learning Goals and the major content areas in the curriculum have been mastered.

The Discipline Specific Knowledge Exam will focus on the material related to your major. The second exam will assess one other School of Business Learning Goal, namely Ethics, Global/Multicultural Perspective, Communication Skills (oral/written), Critical Thinking Skills (qualitative/quantitative) or Leadership.

Economics Majors will be assessed on the Learning Goals pertinent to their program (Global/Multicultural, Critical Thinking and Communication).

Additional information about Undergraduate Assessment Day and the School of Business Learning Goals can be found on the School of Business website.

Requirements for the B.S. in Business

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

General Requirements: (21 credits)

AHS (0611) 101	Expository and Professional Writing
BUS (0204) 468	Business Policy (Senior Capstone) (3 credits)

AMC (0615) 360	Math Concepts
ECA (0203) 111	The Price System (<i>3 credits</i>)
ECA (0203) 112	The National Economy (<i>3 credits</i>)
BUS (0204) 267	Effective Business Communications

General Education Requirements: (*22-28 credits*)

6-8 credits in Arts (Music, Music or Art History, Communications)

6-8 credits in Social Science (Psychology, Sociology, Anthropology)

6-8 credits in Humanistic Studies (Literature, Languages, Philosophy, History)

4 credits in Science

NOTE: Students who transfer an A.A. or A.S. degree and who have equivalent coursework can waive General Education requirements.

Business Core Requirements: (*24 credits*)

MGT (0201) 262 Principles of Management (*3 credits*)

BUS (0204) 341 International Business (*3 credits*)

MKT (0212) 280 Marketing (*3 credits*)

MGT (0201) 366 Organizational Behavior (*3 credits*)

ACC (0201) 101 Principles of Accounting I (*3 credits*)

ACC (0201) 102 Principles of Accounting II (*3 credits*)

BUS (0204) 252 Legal and Ethical Environment of Business (*3 credits*)

FIN (0209) 330 Managerial Finance (*3 credits*)

Business Electives: (*18 credits*)

Free Electives: (*29-35 credits*)

Bachelor of Science (B.S.) in Emergency Services Administration

Candidates for this degree must have completed at least 120 credits, 30 of which must be taken in graded course work at the University. No more than 60 of the total credits may be awarded from prior learning, with a maximum of 16 credits in prior learning from EMS work experience. In all cases, candidates must have a minimum cumulative grade-point average of 2.5.

This program is available entirely online or can be completed taking a mixture of online and live-instruction courses.

In addition, students must also complete:

Introduction to Psychology, Conflict Management, and Society and the Individual

Requirements for the B.S. in Emergency Services Administration

In addition to the 24 credits of core liberal arts requirements, the B.S. in Emergency Services Administration requires Principles of Management, Science Electives (8 credits), Humanities Electives (8 credits), and Arts Electives (8 credits).

Courses in the major include at least 27 credits in the following:

MGT (0210) 366	Organizational Behavior
UEM (0616) 201	Principles of Emergency Services (Required Intro Course)
UEM (0616) 301	Emergency Services Management and Administration
UEM (0616) 302	Legal Aspects of Emergency Services
UEM (0616) 304	Introduction to Financial Concepts for Emergency Services
UEM (0616) 305	Emergency and Disaster Preparedness
UEM (0616) 306	Master Planning for Public Emergency Management
UEM (0616) 307	Occupational Safety and Health
UEM (0616) 308	Emergency Services Leadership

Certificate Programs

Certificate in Accounting: Basic
 Certificate in Accounting: Post Baccalaureate
 Certificate in Basic Sciences for Health Professions
 Graduate Certificate in Emergency Management

Certificate in Accounting: Basic (30 credits)

This certificate program is meant for individuals considering careers in bookkeeping and accounting without committing to a four-year degree program. The program consists of undergraduate courses in accounting, finance and business, and will help students explore the discipline of accounting and gain a basic understanding of the accounting principles and techniques. The purpose of the program is to enable students to get entry-level accounting positions in both business and non-profit entities. Part-time students can complete the certificate in four semesters or two years. However, depending on a student's prior coursework, certain prerequisite courses may be required in order to gain entry into FIN 330 course, which will increase the length of the program for those students.

Federally Mandated Gainful Employment Disclosure

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at adelphi.edu/about/facts.php

Application Requirements

Students must meet basic University College undergraduate admissions criteria. This is an undergraduate certificate and does not require any other college degree or SAT score for admission. Students must have a high school diploma or GED and must complete the University College application. Students can be admitted at any time during the academic year.

Required Courses:

ACC (0201) 101	Principles of Accounting I
ACC (0201) 102	Principles of Accounting II
ACC (0201) 201	Intermediate Accounting
ACC (0201) 202	Intermediate Accounting II
ACC (0201) 203	Cost Accounting

ACC (0201) 401	Federal Income Tax I
ACC (0201) 406	Government and Non-Profit Accounting
BUS (0204) 250	Business Law I
BUS (0204) 267	Business Communications
FIN (0209) 300	Managerial Finance

Certificate in Accounting: Advanced (*42 credits*)

This certificate program is meant for individuals considering starting a career in accounting, or looking to move up in their existing accounting career. The program consists of undergraduate courses in accounting and business law, and will help students in meeting the academic eligibility requirements to sit for the Uniform CPA examination in NY State, in addition to helping them with their career advancement. The purpose of the program is to prepare students for staff accounting positions in both business and non-profit entities. Course work in this certificate program will help in meeting the prerequisites for the MBA program with accounting specialization at Adelphi. The program is designed for completion by part-time adult students taking courses in the evening. Due to the sequential nature of the accounting courses, students can complete the certificate in six semesters or three years. The courses in this certificate are offered in the evening to meet the needs of working adults.

Application Requirements

Students will be admitted to this certificate program with a completed bachelor's degree in any discipline other than accounting. Students must meet basic University College undergraduate admissions criteria. In addition to the existing University College admissions requirements, interested students must submit an official transcript from a regionally-accredited four-year college that shows successful completion of a bachelor's degree in any subject with a minimum of 2.75 grade point average cumulative for all undergraduate work. Students can be admitted at any time during the academic year.

Federally Mandated Gainful Employment Disclosure

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at adelphi.edu/about/facts.php

Required Courses

ACC (0201) 101	Principles of Accounting I
ACC (0201) 102	Principles of Accounting 2
ACC (0201) 201	Intermediate Accounting I
ACC (0201) 202	Intermediate Accounting II
ACC (0201) 203	Cost Accounting
ACC (0201) 303	Principles of Auditing
ACC (0201) 306	Financial Statement Analysis
ACC (0201) 401	Federal Income Tax I
ACC (0201) 402	Federal Income Tax II
ACC (0201) 403	Advanced Accounting
ACC (0201) 405	Auditing & Accounting Information Systems
ACC (0201) 406	Government and Non-Profit Accounting

BUS (0204) 250	Business Law I
BUS (0204) 251	Business Law II

Basic Sciences for Health Professions Post-Bachelor's Certificate (34 credits)

University College's Certificate in Basic Sciences for Health Professions is specifically 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.

Application Requirements

Applications are reviewed by the by Adelphi Office of Admissions and the Executive Director of University College. The following are required for application to the program:

- Completed University College application and fee
- Three letters of recommendation
 - o One from undergraduate faculty highlighting academic abilities
 - o One from work or volunteer organization highlighting leadership skills
 - o One personal reference highlighting interest in medicine
- Transcripts from all previously attended colleges (unofficial upon application but official before program completion)
- Undergraduate GPA of 3.25 or higher
- ACT or SAT scores (unofficial upon application; official before program completion)
- Essay detailing why you want to pursue a career in the health professions

Required Courses:

CHE (0106) 111	General Chemistry I
CHE (0106) 112	General Chemistry II
BIO (0105) 111	Biological Concepts and Methods I
BIO (0105) 112	Biological Concepts and Methods II
CHE (0106) 251	Organic Chemistry I
CHE (0106) 253	Organic Chemistry I - Lab
CHE (0106) 252	Organic Chemistry II
CHE (0106) 254	Organic Chemistry II - Lab
PHY (0156) 111	College Physics I
PHY (0156) 112	College Physics II

or

PHY (0156) 113	Physics for Science Majors I
PHY (0156) 114	Physics for Science Majors II

Graduate Certificate in Emergency Management (18 credits)

academics.adelphi.edu/universitycollege/emergencymgmt/gradcertificate.php

Recent events have demonstrated the importance of emergency preparedness for professionals in business, insurance, health care, travel and tourism, education and public service. To meet the critical need for trained professionals who can respond effectively to emergency situations, University College offers an interdisciplinary graduate certificate in Emergency Management. This 18-credit program consists of six courses that maximize the extensive resources of the Schools of Business, Nursing, Social Work, the Derner Institute of Advanced Psychological Studies, and the College of Arts of Sciences.

Degree Overview

Emergency services organizations are a critical part of our society. Response to, and protection from, fire, hazardous materials, public safety threats, and other emergencies are crucial to the public welfare. The management and leadership of public safety personnel, whether in law enforcement, fire service, emergency medical services, emergency telecommunications, or corrections, are vital to the success of the organization in carrying out its mission of protecting and serving the public.

This is a six-course, 18-credit, graduate certificate program that can be completed within a year. The plan of study includes four required courses, elective courses, and a summary capstone course. Courses taken in completion of the certificate can be applied to the M.S. in Emergency Management Program.

Federally Mandated Gainful Employment Disclosure

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at adelphi.edu/about/facts.php

Required Courses (15 credits)

- UEM (0616) 501 Introduction to Emergency Management
- UEM (0616) 503 Health Management in Times of Disaster
- UEM (0616) 504 Organizational Planning and Response
- UEM (0616) 530 Business Continuity Planning
- UEM (0616) 540 Emergency Management Law

Emergency Management Electives (Select one – 3 credits)

- UEM (0616) 602 Public Policy and Administration in Emergency Management
- UEM (0616) 603 Securing the Homeland
- NUR (0302) 693 Epidemic and Pandemic Planning and Responses
- NUR (0302) 613 Special Needs of Vulnerable Groups During Disasters
- ENV (0125) 590 Hazardous Waste Operations and Emergency Response
- ENV (0125) 590 Geohazards

Who Should Apply

Students who are interested in careers in emergency service administration and management

should apply. This could include firefighters, police officers, military officers, emergency medical technicians, private security officers and administrators, federal, state and local emergency administration officials, homeland security officers, publicly elected officials, hospital administrators, community service organization administrators, coast guard officers, and anyone else interested in or currently working in emergency services.

Masters Degrees

Masters of Science in Emergency Management (39 credits)

<http://academics.adelphi.edu/universitycollege/ms-emergency-management.php>

The Master of Science in Emergency Management degree is a 39 credit program that culminates in an emergency management capstone research project and presentation. This degree program has been designed for working professionals who need to fit course work around their busy life and career responsibilities. Students study part time in the evenings and can complete the program in two calendar years by taking three courses a semester. Students complete 30 core program credit requirements by completing required emergency management courses through University College and required management courses through the School of Business. Students then choose from one of three elective tracks: Environmental, Health or Government. Students then complete the program by preparing and presenting a comprehensive research paper in the summative Capstone course.

Requirements for the M.S in Emergency Management

Prerequisite Courses:

OPR (0207) 501 Computer Applications
OPR (0207) 507 Mathematics for Managers

Courses in the Major:

UEM (0616) 501 Introduction to Emergency Management
UEM (0616) 503 Health Management in Times of Disaster
UEM (0616) 504 Organizational Planning and Response
UEM (0616) 530 Business Continuity
UEM (0616) 540 Emergency Management Law and Ethics
UEM (0616) 680 Research in Emergency and Disaster Management
UEM (0616) 561 Management Theory and Organizational Behavior
UEM (0616) 573 Management Information Systems
OPR (0207) 670 Statistical Methods
OPR (0207) 666 Leadership and Innovation in Complex Systems

Students choose one of the following three tracks:

Environmental Track

ENV (0125) 590 Hazardous Waste Operations and Emergency Response
ENV (0125) 590 Geohazards

Health Track

- NUR (0302) 693 Epidemic and Pandemic Planning and Response
 NUR (0302) 613 Special Needs of Vulnerable Groups During Disasters

Government Track

- UEM (0616) 602 Public Policy Administration in Emergency Management
 UEM (0616) 603 Securing Homeland Security
 UEM (0616) 750 Emergency Management Capstone Project and Presentation

RULES AND REGULATIONS**Advisement and Plans 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. Students can contact an advisor, even prior to initial University College admission, at ucinfo@adelphi.edu or by calling (516) 877-3412.

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.

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 credits	11 credits
30 credits	22 credits
45 credits	33 credits
60 credits	48 credits
75 credits	60 credits
90 credits	75 credits
105 credits	90 credits
120 credits	105 credits
135 credits	120 credits

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.)

Independent Study

Students who have demonstrated the ability to undertake independent study may, under the direction of a faculty member, engage in intense research on a topic of merit or originality. The maximum number of Independent Study credits that may be taken by an undergrad is 12.

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.

Admissions

You can apply online to any University College degree or credit certificate programs at any time. Once you have completed this online application, you will be contacted by a University College academic counselor to help you finish your enrollment procedures and begin your plan of study.

Admission to University College is based on the student's ability to learn at a college level.

Adults interested in University College programs are required to:

- 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
- Provide all previous college transcripts. High school transcript is necessary for students who have completed less than 30 college credits.
- Pay the nonrefundable application fee.

An SAT score is not required for University College applicants.

University College was founded on serving the non-traditional and adult student, and the admission policy reflects a commitment to enrolling students who may have not had the opportunity to complete their degree in a traditional undergraduate program. Please read the Admissions FAQ for more information on the University College application. academics.adelphi.edu/universitycollege/admission/faqs.php

Apply now! You can apply online at admissions.adelphi.edu/onlineapp.php. Or if you prefer, you can contact us at ucinfo@adelphi.edu or at (516) 877-3412 to have one mailed to you.

Noncredit Certificates and Courses

You do not need to complete an application to enroll in non-credit certificate programs or non-credit courses. You can register and pay for non-credit programs online by visiting the course or program webpage.

academics.adelphi.edu/universitycollege/noncred/index.php

Degree Program Calendar

Students should check the Academic Calendar (ecampus.adelphi.edu/registrar/calendar.php) for semester starting dates. They are advised to begin the application process at least two to three months prior to the semester in which they want to enroll.

- For the fall semester, begin the application process in May.
- For the spring semester, begin the application process in October.

Financial Aid

University College students are eligible for a wide variety of student financial aid and loan programs. For more information, please see the Expenses and Financial Aid section of the Bulletin. You can also contact a University College Adviser at (516) 877-3412 or ucinfo@adelphi.edu.

Noncredit Programs

University College offers noncredit courses and programs that are open to the public. You do not need to be enrolled in an Adelphi degree program to register for noncredit courses. These courses and programs are meant to help students advance in their academic and professional careers.

Online Noncredit Certificate Program in English/Spanish Translation

academics.adelphi.edu/universitycollege/noncred/index.php

The demand for competent translators in today's global society is ever increasing; however, the supply has yet to meet the demand. Native Spanish speakers represent one of the largest minority groups in the country and demand for material translated into Spanish is growing rapidly. A high-quality translation requires a person to have rigorous training, a high level of accuracy and an understanding of relevant cultural issues. The University College non-credit Certificate in Translation Studies teaches students the techniques and procedures

needed to produce accurate translations with the focus on medical, legal and commercial translation skills. This nine-month program enrolls a new cohort October 1 each year and is conducted completely online.

High School Program

academics.adelphi.edu/hsp/

The High School Program is grounded in Adelphi's commitment to partnerships with the high school community. The program aims to provide students with a rich educational opportunity to earn Adelphi undergraduate credits and to participate in special conferences and workshops designed just for high school students. Students can earn Adelphi credit at a discounted tuition rate while they complete their high school diploma. Contact ERaia@adelphi.edu for more information on the program.

Summer Pre-College Intensive Programs

academics.adelphi.edu/hsp/precollege/

Adelphi University is proud to offer Pre-College programs for talented high school students in performing arts, business, and health professions. These exciting programs provide students with the opportunity to be truly immersed in their chosen subject area and substantially strengthen their skills while being part of a challenging University-based learning community.

Residential and non-residential programs will be offered each July. All students will study at Adelphi's beautiful, safe, and art-filled Garden City campus. Adelphi University is just 40 minutes by train from midtown Manhattan. Contact ERaia@adelphi.edu for more information on this program.

XI.



HONORS COLLEGE

Honors College

Earle Hall, Room 100

p – (516) 877-3800

f – (516) 877-3803

w – academics.adelphi.edu/honcol

Richard Garner

Dean

FACULTY

academics.adelphi.edu/honcol/people.php

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 Curriculum 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.

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.

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

All Honors students must complete the senior thesis, a yearlong project designed to bring about and to demonstrate intellectual mastery and to encourage the integrity and responsibility that only a complex project can elicit. 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 yearlong 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 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 around-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:

- HON (0083) 101, 102: Modern Condition I and II (*8 credits; satisfies the General Education Freshman Seminar and second competency requirement*)
- HIS (0136) 101, 102, Western Civilization I and II or ARH (0111) 196, 197, Art and the World I and II (*6 credits*) (*Honors sections*)
- ENG (0122) 107, The Art and Craft of Writing (*3 credits*) (*Honors section*)
- HON (0083) 210, 211, The Human Condition I and II (*6 credits; satisfies the General Education requirement in the humanities*)
- HON (0083) 320, Social Science Seminars (*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. Selected in consultation with Honors College advisor*)
- 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*) (*Selected in consultation with Honors College advisor*)
- HON (0083) 486, Honors Liberal Arts Seminar (*3 credits*)
- HON (0083) 490, 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.

XII.



PRE-PROFESSIONAL PREPARATION

The Office of Pre-Professional Advising and Fellowships (OPPAF)

Levermore Hall, Room 303

Robert I. Schwartz, *Director of Pre-Professional Advising and Fellowships*

p – (516) 877-3140

e – rschwartz@adelphi.edu

w – academics.adelphi.edu/arts/oppa

The Office of Pre-Professional Advising and Fellowships (OPPAF) works directly with students and faculty advisers to support current Adelphi students and graduates who are seeking admission to professional school in the areas of medicine, dentistry, optometry, osteopathic medicine, physical therapy, podiatry and other health professions, as well as engineering, environmental studies, and law.

The office also assists students in the application process for fellowships and honors such as Jack Kent Cooke, Ford, Fulbright, Goldwater, Javits, Marshall, Rhodes, Soros and Truman. The office offers various workshops, presents guest speakers, conducts mock interviews, and assists students seeking internships and/or job shadowing opportunities. For more information, email the director, Robert I. Schwartz, at rschwartz@adelphi.edu.

Pre-Law Preparation

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 303, and are urged to seek guidance from pre-law advisers and other faculty.

The best advice for students who are preparing for law school is to 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. These publications may be obtained in OPPAF or by visiting lsac.org.

No particular major is 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 argument and debate. An understanding of 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.

Pre-Law Society

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. 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, and 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 or contact:

Robert I. Schwartz, *Faculty Adviser to the Pre-Law Society*

p – (516) 877-3140

e – rschwartz@adelphi.edu

Pre-Law Advisers

Richard Garner, *Dean, Honors College*

p – (516) 877-3800

e – garner@adelphi.edu

Lester B. Baltimore, *Associate Provost for Academic Affairs, Office of Academic Services and Retention*

p – (516) 877-3142

e – baltimor@adelphi.edu

Robert I. Schwartz, *Director, Office of Pre-Professional Advising and Fellowships*

p – (516) 877-3140

e – rschwartz@adelphi.edu

Many additional faculty members provide excellent assistance to the pre-law student.

Pre-Health Preparation

The health professions are popular career goals for many Adelphi students. Students preparing for allopathic, chiropractic, dental, optometric, osteopathic, pharmacy, physician assistant, podiatric, or veterinary medical schools (“pre-meds”) or those interested in physical therapy may major in any subject but must all take a number of science courses: you must consult with the advisor of the field you are interested in (typically: general chemistry, organic chemistry, general biology, and physics [all one year sequences] and at least one semester of math and 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], Optometry Admissions Test [OAT], Graduate Record Exam [GRE]) 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-health students should register with the Office of Pre-Professional Advising and Fellowships in Levermore Hall, Room 303, 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 the OPPAF Director, Robert I. Schwartz, to discuss the application procedure and finalize the process of gathering letters of evaluation. Early consultation with the departmental adviser and pre-medical adviser are recommended to discuss career plans, assure appropriate course selection, and monitor progress.

Pre-health students can keep abreast of current details concerning admission requirements, application procedures, required standardized tests, and summer programs by checking the OPPAF bulletin wall located in Levermore 303 and on the first floor of the Science Building as well as checking with the Office of Pre-Professional Advising and Fellowships; visiting Adelphi's pre-health Web site academics.adelphi.edu/artsci/prehealth; subscribing to the pre-health email list (subscribe in Levermore Hall, Room 303); and participating in the Pre-Health Professions Club, the Biology Club, the Chemistry Club and if selected, the Pre-Health Honor Society (Alpha Epsilon Delta (AED)). Books on the application process, test preparation, and medical school bulletins are available for examination in OPPAF, Levermore 303.

Students with a bachelor's degree in non-science disciplines can prepare for health professional school admission by participating in the post-baccalaureate pre-med program. Candidates with degrees in non-science disciplines can take the required pre-medical courses and appropriate ancillary courses and receive advising and letters of evaluation in support of their professional school applications. (See Post-Bachelor's program below). Science graduates interested in becoming health professionals may also participate in this program or may benefit by enrolling in the M.S. program in biology to improve their pre-health credentials. They too will receive full pre-health support services. More information about these programs can be obtained from Robert I. Schwartz at (516) 877-3140 or by emailing: rschwartz@adelphi.edu. The M.S. program in biology is described in the College of Arts and Sciences section of this *Bulletin*.

Information about Adelphi's Joint Degree/Early Acceptance Programs in optometry, dentistry, physical therapy, and podiatry, can be found later in this chapter.

Pre-Health Advisers

Robert I. Schwartz, *Director, Office of Pre-Professional Advising and Fellowships*

Levermore Hall, Room 304

p – (516) 877-3140

e – rschwartz@adelphi.edu

Charles S. Shopsis, *Chair, Pre-Medical Council, Associate Dean, College of Arts and Sciences*

Science Building, Room 123

p – (516) 877-4140

e – shopsisc@adelphi.edu

Many faculty members, particularly those in the sciences, have extensive experience in assisting students in their quest for acceptance into professional school and are extremely helpful.

Post-Bachelor's Certificate in Basic Sciences for Health Professions

Shawn O'Riley, *Executive Director, University College*

Hagedorn Hall, Room 201H

p – (516) 877-3404

e – oriley@adelphi.edu

Emily Wilson, *Associate Director, Adult Education, University College*

Hagedorn Hall, Room 201E

p – (516) 877-3419

e – wilson@adelphi.edu

The University College post-bachelor's Basic Sciences for Health Professions Certificate program (34 credits) is designed for students who want to pursue a career in the health professions 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. Throughout the program, students receive personalized academic and application advisement through the office of Pre-Professional Advisement.

For more information, please see the University College section of this *Bulletin* or visit: academics.adelphi.edu/universitycollege/certificate/healthprof.php.

Joint Degree/Early Assurance Programs

Adelphi University's Joint Degree/Early Assurance and Early Acceptance Programs offer highly motivated and goal-oriented students a direct path to rewarding professional careers in dentistry, engineering, environmental studies, law, optometry, podiatry and physical therapy.

These programs give 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, New York College of Podiatric Medicine, Touro College, and the State University of New York (SUNY) College of Optometry. These programs are hugely rewarding, personally and professionally.

Alternative Admission Routes

Most students apply to the joint degree/Early Assurance Programs as high school seniors; however, with careful planning and advisement, some of these programs may be open to transfer students and current Adelphi students. Admission to Adelphi's joint degree/Early Assurance Programs are highly selective and the work is challenging. For complete information on Adelphi admission requirements please see the Admissions chapter of this *Bulletin*.

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 each program. 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 Acceptance Programs may also be eligible to apply to the Honors College or Levermore Global Scholars Program. 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 (NYUCD)

New York University College of Dentistry (NYUCD)

3/4 B.A. or B.S./D.D.S. Early Assurance Program

Bachelor of Arts or Science degree from Adelphi University/Doctor of Dental Surgery degree from New York University College of Dentistry

Adelphi University participates in an Early Assurance program with NYUCD in which students study for three years at Adelphi. After completing 90 credits at Adelphi, students begin their first year of dental school which counts as the final 30 credits needed to be eligible for the bachelor's degree at Adelphi. After successful completion of the fourth year at NYUCD students are eligible for the D.D.S. degree. To be considered for admission to the Early Assurance Programs with NYUCD, applicants must have a minimum combined critical reading and math score of 1300 (or the equivalent ACT score of 29), a minimum high school GPA of 3.5, and a strong letter of recommendation from their high school counselor. Students can also apply to the program once they have begun their studies at Adelphi. Transfer students are not eligible, however.

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 at Adelphi, 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 and 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; currently a 20 for the Academic Average on the D.A.T.
- 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 D.D.S. 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 bachelor's degree from Adelphi University after successful completion of the first year of dental school at NYUCD requires a request from the student.

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.

Pre-Engineering Preparation

Engineering Combined Plan Program with Columbia University

3/2 Adelphi B.A. or B.S./Columbia B.S. Program

4/2 Adelphi B.A. or B.S./Columbia B.S. Program

or

4/2 Adelphi B.A. or B.S./Columbia M.S. Combined Plan Program

This program admits highly promising students who have demonstrated a high level of scholastic accomplishment and interest in pursuing engineering careers.

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. Students interested in engineering have the option of three joint degree programs offered by Adelphi University in conjunction with Columbia 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 Columbia University. 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. The third program offers a B.S. degree from Adelphi University and an M.S. in engineering/applied sciences from Columbia University. 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 include:

- 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. or B.S./B.S. Combined Plan Program in Engineering

Students spend three years at Adelphi and two years at Columbia University College of Engineering and Applied Science. 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 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 3.3 or higher at Adelphi and submit three letters of recommendation from their Combined Plan Program liaison and two faculty members, one each from science and math instructors.

Admissions Requirements

Minimum of 3.30 cumulative Grade Point Average (GPA), as calculated by SEAS, is required. In addition, the minimum grade of each pre-engineering science and mathematics prerequisites must be B the first time the course was taken.

Each pre-requisite course must be taken at Adelphi University or SEAS reserves the right to determine whether or not pre-requisites and course-specific requirements have been met. Any pre-requisite courses waived by the member institution by advanced placement, equivalency, or individual testing must be clearly noted as such in the materials accompanying the application. Students using AP, IB or other like credits to fulfill pre-engineering prerequisites must submit those exam results. The test results will then be evaluated on the same basis as for Columbia students.

All applicants are required to demonstrate English proficiency if the native language is something other than English. Please refer to the English proficiency policy on the website of Columbia University's Office of Undergraduate Admissions.

Students must have three positive letters of recommendation from Adelphi University: one from the Dual-Degree Engineering Director (liaison), one from a science professor, and one from a mathematics professor. Both professors need to have taught the student in his/her sophomore year or later.

Applicants who do not meet the above criteria may apply, but admission is not guaranteed.

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. While at Adelphi, your bachelor's degree must include (all are required as part of the

Physics major program; other majors must be sure to take the following courses in addition to their major course requirements):

MATHEMATICS

MTH (0144) 141 Calculus and Analytic Geometry I (*4 credits*)

MTH (0144) 142 Calculus and Analytic Geometry II (*4 credits*)

MTH (0144) 243 Calculus III (*4 credits*)

MTH (0144) 244* Introduction to Ordinary Differential Equations (*3 credits*)

or

MTH (0144) 253** Linear Algebra (*4 credits*)

PHY (0156) 211*** Introduction to Mathematical Methods in Physics (*4 credits*)

Notes:

* Computer science majors are exempt from MTH (0144) 244

** MTH (0144) 253 is highly recommended and preferred by some concentrations

*** PHY (0156) 211 satisfies Columbia's prerequisite for Calculus IV.

PHYSICS

PHY (0156) 113 Physics for Science Majors I (*4 credits*)

PHY (0156) 114 Physics for Science Majors II (*4 credits*)

Note: PHY (0156) 216 Modern Physics (*4 credits*) is highly recommended.

CHEMISTRY

CHE (0106) 111 General Chemistry I (*4 credits*)

Note: Some Columbia Engineering Programs require an additional second semester of Chemistry, CHE (0106) 112. For applied Physics and Applied Mathematics programs, CHE (0106) 111 General Chemistry I can be substituted by one semester of BIO (0105) 111 Biological Concepts and Methods I. Furthermore, either one semester PHY (0156) 322 Advanced Physics Lab (*4 credits*) or one semester CHE (0106) 111 Chemistry is generally required.

COMPUTER SCIENCE

CSC (0145) 171 Introduction to Computer Programming (*4 credits*)

CSC (0145) 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.

SOCIAL SCIENCES

ECA (0203) 111 The Price System

or

ECA (0203) 112 The National Economy

or

ECA (0203) 101 Introduction to Economics

Suggested:

ANT (0103) 111 Cultural Anthropology

Suggested Art Courses:

ARH (0111) 196 Art and The World I

ARH (0111) 197 Art and The World II

Suggested Humanities Courses:

PHI (0154) 110 Introduction to Philosophy

ENG (0122) 231 Literature in English I

Foreign Language Course

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

4/2 Combined Plan Program leading to a B.A. from Adelphi University and B.S. in Engineering from Columbia University

A student transfers to Columbia University College of Engineering and Applied Science for B.S. in engineering degree after obtaining a B.A./B.S. degree majoring in a science discipline.

4/2 Combined Plan Program leading to a B.A. or B.S. from Adelphi University and M.S. in Engineering from Columbia University

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.

For this program, the requirements for admission to Columbia:

- Must attend Adelphi University as a full-time student for at least two years and have a 3.3 or better overall GPA and 3.3 overall GPA average in the sciences/math/computer science courses
- Completion of a total of 97 credits with the appropriate courses (including all on the list above) 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. The latter two professors need to have taught the student in his/her sophomore year or later.

For additional information and admission details, please contact Gottipaty Rao, Ph.D., and/or the other advisors listed below.

Pre-Engineering Advisers

Gottipaty Rao, Ph.D., *Chair, Department of Physics*

Blodgett Hall, Room 8A

p – (516) 877-4877

e – rao@adelphi.edu

Alan Schoenfeld, Ph.D., *Chair, Department of Biology*

Science Building, Room 102

p – (516) 877-4198

e – hobbie@adelphi.edu

Joseph M. Landesberg, Ph.D., *Chair, Department of Chemistry*

Science Building, Room 201

p – (516) 877-4148

e – landesbe@adelphi.edu

William L. Quirin, Ph.D., *Chair, Department of Mathematics and Computer Science*

Alumnae Hall, Room 109

p – (516) 877-4487

e – quirin@adelphi.edu

Robert I. Schwartz, Ph.D., *Director, Office of Pre-Professional Advising and Fellowships*

Levermore Hall, Room 303

p – (516) 877-3140

e – rschwartz@adelphi.edu

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

Applicants to the joint degree program in environmental studies must apply to Adelphi University and indicate interest in the environmental studies joint degree program.

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 Engineering Combined Plan in the previous section, for prerequisites for students in all majors. Earth and environmental sciences majors are required to take additional prerequisites listed below

**Courses are 3 credits unless noted otherwise:*

MTH (0144) 361 Introduction to Probability Theory

or

PHY (0156) 230 Engineering Statistics Chemistry

(MTH (0144) 362 Mathematical Statistics is highly recommended)

CHE (0106) 112 General Chemistry II (*4 credits*)

CHE (0106) 251 Organic Chemistry I (*4 credits*)

ENV (0125) 109/EAS (0112) 102 Physical Geology (May be taken while at Columbia (as EESC W4001 Advanced General Geology)

ENV (0125)/EAS (0112) 224 Marine Science (*4 credits*)

ENV (0125)/EAS (0112) 323 Marine Resources

ENV (0125)/EAS (0112) 156 Weather and Climate

ENV (0125)/EAS (0112) 102 Natural Sciences and Env. Problems

ANT (0103) 229 Humankind, Culture, and the Environment (*4 credits*)

One course chosen from among the following:

PHY (0156) 211 Introduction to Mathematical Methods in Physics (*4 credits*)

PHY (0156) 216 Modern Physics (*4 credits*)

PHY (0156) 380 Electromagnetic Theory (*4 credits*)

PHY (0156) 428 Quantum Mechanics (*4 credits*)

BIO (0105) 111 Biological Concepts and Methods I (*4 credits*)

BIO (0105) 112 Biological Concepts and Methods II (*4 credits*)

BIO (0105) 365 Molecular Cell Biology I (*4 credits*)

For additional information, consultation about specific courses and advice please contact:

Anagnostis Agelarakis, *Professor and Director of Environmental Studies*
Science Building - Room 230

p – (516) 877-4112

e – agelarak@adelphi.edu

Gottipaty Rao, Ph.D., *Chair, Department of Physics*
Blodgett Hall, Room 8A
p – (516) 877-4877
e – rao@adelphi.edu

Law

New York Law School

3/3 B.A. or B.S./J.D. Joint Degree Program

Bachelor of Arts or Bachelor of Science degree from Adelphi University/Doctor of Jurisprudence degree from New York Law School

A combined program, three years at Adelphi University and three years at New York Law School, enables students to take the required prerequisite courses at Adelphi and transfer to New York Law School after completing the junior year. With careful planning and strong credentials, a student can receive both a bachelor's degree from Adelphi and a J.D. degree from New York Law School in one fewer year than usually required. The LSAT, while not considered for admission eligibility, is an admission requirement for attending NYLS. The LSAT score may be used in determining any additional scholarship.

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 on a case-by-case basis 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.

Students may major in any academic discipline in their pre-law studies, however, this program does not recommend that students pick a major in the School of Business (excluding economics) due to the high number of 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.)

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, Hauppague, and Hudson Valley). The student is required to follow the prescribed program at Adelphi and maintain an undergraduate GPA of 3.5 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 academic 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

SUNY College of Optometry

3/4 B.S./O.D. Joint Degree Program

Bachelor of Science Degree from Adelphi University/Doctor of Optometry degree from SUNY College of Optometry

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.

Applicants to the joint degree program in optometry must first apply to Adelphi University and indicate interest in the optometry program. To be considered for this program directly from high school, candidates must have the following:

- SATs of at least 1300 with the Math score of at least 670
- 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)
- A definite interest in the profession of optometry and have explored it
- Evidence of community involvement
- Reasonable communication and interpersonal skills
- 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:

- An overall GPA of at least 3.3
- An overall GPA of at least 3.3 in all math and science prerequisites taken with no individual grade below a C
- A definite interest in the profession of optometry and have explored it
- Evidence of community involvement
- Reasonable communication and interpersonal skills
- 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
- 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 all OAT scores including Total Science of 330 or above
- Letters of recommendation
- Transcripts of all academic work
- 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
- Participate in 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 Office of Pre-Professional Advising and Fellowships at (516) 877-3140 or the Department of Biology at (516) 877-4200.

Physical Therapy

New York Medical College

4/3 B.S./D.P.T. Early Acceptance Program

Bachelor of Science Degree from Adelphi University/Doctor of Physical Therapy Degree from New York Medical College

The Doctor of Physical Therapy (D.P.T.) 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.

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.

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 D.P.T. 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 Acceptance Programs

Students may apply for the Early Acceptance Programs 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 (0105) 111 Biological Concepts and Methods with lab
- PHY (0156) 111 and 112 College Physics I and College Physics II both with labs
- CHE (0106) 111 and 112 General Chemistry I and General Chemistry II both with labs (students may take CHE (0106) 107 and 108 Essentials of Chemistry I and II both with labs but CHE (0106) 111 and 112 is preferred. CHE (0106) 251 Organic Chemistry is recommended but not required)
- BIO (0105) 203 and BIO (0105) 204, The Human Body, both with labs
- PIA (0501) 101 General Psychology (and one advanced level psychology course)
- One course in Math; Calculus preferred
- One course in Statistics (MTH (0144) 113 Survey of Statistics or MTH (0144) 114 Statistics for the Natural Sciences; or PIA (0501) 137 Psychological Statistics or SOC (0170) 200 Sociological Statistics)

Processes for Early Acceptance Programs 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 that the student be considered for early acceptance, and will submit the student's application. The student will visit the School of Public Health prior to the end of the junior year for a tour/orientation of 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 rests 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

- 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. 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 Office of Pre-Professional Advising and Fellowships at (516) 877-3140 or the Department of Biology at (516) 877-4200, the Department of Health Studies, Physical Education and Human Performance Science at (516) 877-4260.

Podiatry

New York College of Podiatric Medicine

3/4 B.S./D.P.M. Early Assurance Program and Early Acceptance

Bachelor of Science (or Arts) degree from Adelphi University/Doctor of Podiatric Medicine degree from New York College of Podiatric Medicine

Adelphi University participates in an Early Assurance program with NYCPM in which students study for three years at Adelphi, matriculate at NYCPM in their fourth year. After one year at NYCPM receive their bachelor's degree from Adelphi and after for years at NYCPM receive their Doctor of Podiatric Medicine degree.

High school applicants to Adelphi University have the option of applying to an Early Assurance Program while current Adelphi University students have the option of applying to NYCPM for early admission and/or early decision. Each student to be considered must meet the following requirements:

Early Assurance Program for High School Applicants :

- Must have total SAT scores of at least 1200 on the critical reading and math sections, with a math score of at least 600
- Must have a high school grade point average of at least 3.5
- Should be in the upper 10% of their high school
- Must have a definite interest in the profession of podiatry and have explored it
- Must show evidence of community involvement
- Must have reasonable communication and interpersonal skills
- Must adhere to the requirements below to maintain their standing in the Early Assurance Program

Early admission and/or early decision program for Adelphi University applicants and to maintain standing in the Early Assurance Program:

- Must have an overall GPA of at least 3.3
- Must have an overall GPA of at least 3.3 in math and science courses taken with no individual grade below a "C"
- Must have a definite interest in the profession of podiatry and have explored it
- Must show evidence of community involvement
- Must have reasonable communication and interpersonal skills
- Must submit to Pre-Medical Council interview and review

Students must also fulfill the requirements of the Pre-Professional Advisory Committee of Adelphi University and the admissions requirements of the NYCPM in order to formally enroll at NYCPM. These requirements include:

- An interview with the Pre-Professional Advisory Committee of Adelphi University

- A composite letter of evaluation for admission from the Pre-Medical Council at Adelphi University
- Participation in an Open House at NYCPM during one of the student's first three academic years in the program
- A timely and satisfactory formal application to NYCPM
- Official MCAT scores at least equal to NYCPM's current minimum at the time of admission
- A satisfactory evaluation in a personal interview by NYCPM

Adelphi University agrees to accept a maximum of 30 credits as transfer credits, for those NYCPM courses, which comprise part of the first year study of Podiatric Medicine. For purposes of conferring a Bachelor's Degree from Adelphi University these credits will be regarded as the fourth year of study at Adelphi University. Credits will be allocated to the student's major requirements or treated as elective credits, in accord with Adelphi's major requirements.

Students will transfer a combination of the following courses that yields a maximum of 30 credits to be approved by either the Biology Department of Adelphi University for Biology majors, the Chemistry Department of Adelphi University for Chemistry or Biochemistry majors, or as elective credit for any other major at Adelphi University.

- Bacteriology
- Biochemistry
- Immunology
- Cell Biology and Histology and Lab
- Physiology & Lab
- Gross Anatomy and Lab
- Molecular Biology and Molecular Genetics
- Neurosciences

The granting of these credits is subject to the following conditions:

Students enrolled in the New York College of Podiatric Medicine requesting transfer of credits must have completed each course with a grade of "C" or higher at NYCPM in order to receive transfer credit at 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.

XIII.



ADMISSIONS

Admissions

Office of University Admissions

Levermore Hall, Room 114

p – (516) 877-3050

Overview

General admission is granted twice each year for fall and spring. Although the University operates on a rolling admissions system, freshmen 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.)

Late applicants will be considered on a first-come, first-served basis for admissions and financial assistance.

Applicants requesting consideration for on-campus housing must submit their tuition deposit, housing deposit and Housing Agreement Form prior to May 1 for the fall semester (these items must be received no later than May 1).

Students interested in obtaining an admissions application or information should contact:

Office of University Admissions

Levermore Hall, Room 114

One South Avenue

P.O. Box 701

Garden City, NY 11530-0701

p – (516) 877-3050

1-(800)-Adelphi (out-of-state)

e – admissions.adelphi.edu

w – adelphi.edu

Or apply online at: admissions.adelphi.edu/onlineapp.php

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 or email tours@adelphi.edu. Interviews and tours of the campus are available, by appointment, 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 co-curricular activities. It is recommended that academic units include:

- English (4 units)
- Science (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 represents the study of a college preparatory/Regents level subject for one year.

Admission Credentials for Freshman Admission

Admissions credentials that are required for a completed application include:

- Completed undergraduate application for Admission (Adelphi Online Application, Common Application or Paper Application)
- A non-refundable application fee of \$40.
- A personal statement or essay is required. You may submit a report or paper you have written during this school year or, in 500 words or less, submit a response to one of the provided questions or a topic of your choice.
- Official high school transcripts.
- Official copies of your score on the required SAT or the American College Test (ACT) with writing (SAT and ACT score reports will not be acceptable without a writing score). If these scores do not appear on the official high school transcript, you must arrange for us to receive them directly from the appropriate educational testing service. For students intending to enroll in the General Studies Program or Learning Disabilities Program, SAT scores are highly recommended and expected to be provided upon request.
- One or more letters of recommendation from a guidance/college counselor, teacher or school based administrator. Letters from other sources, such as a volunteer coordinator, may also be considered.

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. Interviews may be waived due to distance or extenuating circumstances. 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 candidates to take the ACT or SAT. Students who have lived in the United States less than three years and are from a non-English-speaking country may be required to submit a TOEFL, APIEL, or IELTS score, unless your SAT critical reading and writing scores are higher than 450. 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. The language requirement may also be fulfilled by successfully completing an approved English Language preparation program.

For students intending to enroll in the General Studies Program or Learning Disabilities Program, ACT or SAT scores are highly recommended. 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.

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. Please visit admissions.adelphi.edu/military for further details.

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. 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.

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 a greater percentage 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. Students must consult with an academic adviser in the appropriate academic unit to determine if their transfer credits will be applicable to their major.

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. 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

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, two- or four-year, degree-granting college or university. 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 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 May 1 for the fall semester and November 1 for the spring semester. Late applications will be considered on a case-by-case and space-available basis. For students interested in living on campus it is recommended that you submit your application by March 1. Admission of international students is based on evidence of superior academic achievement and demonstrated proficiency in English.

The cost of attending Adelphi University is the full responsibility of international students and their families or sponsors.

Further instructions on the admissions process and application requirements may be obtained at admissions.adelphi.edu/international/.

Interested students can also contact the Office of Admissions at intladmissions@adelphi.edu or submit an inquiry form at admissions.adelphi.edu/inquiry/int_ug.php to request the *International Student Handbook*.

Early Admission

Adelphi University offers two early admission plans to qualified students who want to enter college prior to graduating from high school. Students in either of these categories will attend as non-degree students, and will not be eligible for financial aid.

Plan I: Full-Time Study at Adelphi

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.

To be considered for either of the Early Admission programs detailed above, a student must submit a letter of recommendation/support from their high school, along with their official high school transcript and a non-degree application. 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 (CEEB). 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 and/or college level work completed prior to high school graduation is 30.

Students may also receive advanced placement with credit by earning an acceptable grade on selected tests including the:

- International Baccalaureate (IB) Higher Level Examinations
- Cambridge "A" Level Examinations.

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. Adelphi also subscribes to an Early Action admissions program, whereby the Office of Admissions prioritizes the review of Early Action candidates who have completed applications, including all supporting material, submitted by December 1. The Office of Admissions makes every effort to notify Early Action candidates of their admissions decision by December 31. In some cases, the Admissions Committee may defer making a final decision until it has received a report of the candidate's midterm grades, additional scores, 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 should notify the University of their intent with regard to enrollment. Commitments received after this date will be considered on a space-available basis for enrollment and housing.

Non-Degree Applications

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. Nondegree candidates will be considered on an individual basis.

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.

Non-degree applications are considered on a case-by-case basis. Upon review, the Office of Admissions reserves the right to waive requirement or request additional information.

Application for University Housing

Residence hall housing is available through the Office of Residential Life and Housing (students.adelphi.edu/sa/rlh/). Admitted students 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 tuition and housing deposits 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. Enrolled students can go to the message board on eCampus (ecampus.adelphi.edu/) and review the classifieds section for the thread “available housing.”

Graduation and Retention Rates

Under the Student Right-to-Know Act, 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 and special programs may have specific requirements for admission.

Joint Degree/Early Assurance Programs

Please refer to the Pre-Professional Preparation section of the *Bulletin*.

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 \$40. (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 colleges attended.
4. An essay. (See application instructions.)
5. SAT scores are highly recommended, but not required.
6. Freshman applicants must submit at least one letter of recommendation. (See application instructions.)

Admission Criteria

The Learning Disabilities Program conducts a highly individualized assessment of each candidate’s application and documentation. Criteria for admission include:

- Primary diagnosis of specific learning disability or attention deficit/hyperactivity disorder. Other diagnoses will not be considered.
- Average to superior intelligence as measured by the WAIS-IV.
- 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, Fourth Edition, (WAIS-IV), 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.
- 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 academics.adelphi.edu/ldprog.

School-Specific Admissions Policies

College of Arts and Sciences

Applicants to the Art and Performing Art majors will be required to complete an audition or portfolio review, before their application will be considered for admission. Please visit the individual department's Web site for further information on the audition/portfolio requirements and procedures.

Please see general University admission requirements for all other majors.

School of Business

Special 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.

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, critical reading and writing scores of at least 1900 (650 critical reading) who seek admission to the Honors College should complete the Honors portion of the 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.

For more information, go to academics.adelphi.edu/honcol/admission.php

Ruth S. Ammon School of Education Scholar Teacher Education Program (STEP)

Students applying to STEP should indicate their interest on application for admission, and should select a major from the College of Arts and Sciences or the Derner Institute of Advance Psychological Studies. To be considered for admission to STEP, students must have a minimum GPA of 3.0 and a minimum SAT of 1500 combined critical reading, math and writing SAT score. Transfer students must have at least a 2.75 GPA.

Please see general University admission requirements for all other majors/programs.

School of Nursing

Admission Requirements for Freshman Students

Please see general University admission requirements at the beginning of this chapter.

Transfer Students—Basic Program

Students wishing to transfer into the baccalaureate nursing program must have a minimum cumulative GPA of 3.0, have no more than one prerequisite science grade lower than C+, and have successfully passed the TEAS (Test of Essential Academic Skills), Version V. For more information on the TEAS, please visit nursing.adelphi.edu/admissions/. The acceptable grade for a transfer of science credits is a C+ or better. Science courses must not be more than 10 years old if they are to be used as prerequisites for the nursing program. 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). Secondary school transcripts will be required of applicants who have completed less than 30 college credits. All transfer students are required to take the TEAS exam, which is designed to assess the general academic preparedness of students entering a nursing program in the areas of Science, Math, Reading and English. 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, TEAS scores, science grades, 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 may be given a maximum of 90 credits for their previous degree. Applicants, however, must also fulfill the requirements of the nursing major, including a minimum GPA of 3.0. 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.

The School of Nursing is also pleased to offer a fourteen month accelerated second degree B.S. program, called PATH (Professional Acceleration To Healthcare). For more details please visit <http://nursing.adelphi.edu/path.php>.

Admission Policies for Registered Nurses

Licensure as a registered nurse in the State of New York or eligibility for licensure endorsement is required.

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. (See application instructions for detailed requirements).

Registered Nurse Transfer Students

Graduates from associate degree programs will have their transcripts evaluated for transfer credit; 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 an A.A. or A.S. degree from an accredited institution, prior to their transfer to Adelphi, will be exempt from all General Education requirements.

School of Social Work

Admission Requirements

Criteria for admission to the upper-level 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).
- Two professional or academic references.
- A personal essay outlining the applicant's interest in a career in social work.

Procedures for All Social Work Applicants

Students officially 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 must follow the procedures outlined below.

Transfer Students

Transfer students must submit their application to the Admissions Office at 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.

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 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 University College application, including an essay that demonstrates both intellectual promise and the motivation to engage in college-level work.
2. Pay a nonrefundable application fee of \$40.
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.)

An SAT score is not required for University College applicants.

Once a completed application, including all supporting documentation, has been received, the student will be notified as to their 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 official 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 unable to register for future terms. Administrative withdrawal may be reversed once the outstanding transcripts are received.

Graduate Study Admissions

General Requirements for Admission*

Applicants must hold a baccalaureate degree from a regionally accredited college or university and must present evidence of their qualifications for advanced study.

The following supporting documents should be submitted to the Office of University Graduate Admissions, Levermore Hal, Room 114:

1. Completed and signed application for admission and \$50 application fee.
2. An official transcript for all previous college and university work.
3. Appropriate test scores (check with your school and/or department).
4. Completed recommendation forms.
5. 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. The language requirement may also be fulfilled by successfully completing an approved English Language preparation program.

Besides these general requirements, particular programs may specify additional requirements. Applicants should review the statement on admission that appears within the section of this *Bulletin* for each school.

For further information, call or write:
Office of University Graduate Admissions
Levermore Hall, Room 114
Adelphi University
Garden City, NY 11530
p – (516) 877-3050

Or you can begin your application online at: admissions.adelphi.edu/onlineapp.php

** The Office of Admissions, in consultation with the academic program, has the right to waive a requirement or request additional material.*

Admission to Graduate Standing

To be admitted to candidacy in any graduate program leading to a master's or doctoral degree, applicants must possess a baccalaureate from a regionally accredited college or university and must present evidence of their qualifications for advanced study.

In addition to these general requirements, the specific prerequisites for admission to a particular graduate program should be carefully noted. Applicants who are otherwise acceptable for candidacy but who lack special course prerequisites may be admitted as nonmatriculants. When they have satisfactorily fulfilled such background requirements, they are automatically accorded the status of matriculated degree candidates. (See also the additional requirements of individual schools.)

Provisional Admission

Applicants for degree candidacy who show promise for advanced study but have some deficiencies in their scholarly credentials may be admitted on a provisional basis. Such status must be approved by the school in which the student seeks candidacy.

A student admitted on a provisional basis is given the opportunity to meet the required academic criteria established by the specific program or department. In qualifying for status as degree candidates, provisional students are required to obtain grades of “B “or better in each course or a 3.25 grade-point average during an initial 12-credit probationary period. Students who fail to achieve at this level are disallowed from pursuing further course work in the degree program.

Admission of Nondegree Students

Students who wish to undertake graduate study but who do not intend to become candidates for a degree are classified as Nondegree Students. This classification includes those who wish to take selected courses to earn credit for personal or professional benefit and those who enroll as summer visitors. In order to gain admission as a Nondegree Student during the academic year, such students must file a nondegree application form and present evidence of a baccalaureate degree.

Nondegree Students are permitted to enroll in only those courses that have been specifically designated by departments as being available to such students. Individual exceptions require special permission by the coordinator of the program in which the student wishes to enroll and/or by the appropriate dean.

Nondegree Special Students are limited to a maximum of 12 credits in courses regularly applicable to a graduate degree. Waiver of this limitation requires the appropriate dean’s approval.

Visiting Students

A student who is a degree candidate at a university other than Adelphi and who wishes to take courses at Adelphi for transfer to the university in which he or she is a degree candidate may do so by making regular application as a Nondegree Special Student to the Office of Graduate Admissions. At the end of the semester in which he or she is enrolled, the student must file with the Registrar of Adelphi University a formal request that a record of grades be sent to the home university.

International Students

The following documents should be submitted by all international applicants:

1. International application for admission.
2. Certified English translations of all prior academic records.
3. Official or certified transcripts from all institutions previously attended.
4. Total of 80 or better (95 for Master’s degree in Social Work) on the Internet-based Test (IBT) of English as a Foreign Language (TOEFL), or the completion of ELS Language Center’s Level 213. The IELTS may also be accepted in lieu of the TOEFL exam.

5. Translated descriptions or syllabi of courses taken (if requested).
6. Completed notarized affidavit of support and bank statement. (The I-20 form, which enables the student to apply for a student visa, will not be issued without these documents.)

Additional items may be requested by the Office International Student Services. Besides these general requirements, particular programs may specify additional requirements. Applicants should review the statement on admission that appears within the section of the *Bulletin* for each school.

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.

Admission of Veterans

Adelphi welcomes the opportunity to assist qualified veterans in their academic plans and preparations for the future. The University considers, on an individual basis, the needs, interests, and purposes of veterans who desire higher education.

XIV.



EXPENSES AND FINANCIAL AID

Expenses and Financial Aid

Office of Student Financial Services
Levermore Hall, Lower Level, Room 1
p – 516 877-3080
e – financialservices@adelphi.edu

Information for All Adelphi Students on Expenses and Financial Aid

The Office of Student Financial Services is committed to providing students with all available options for meeting their educational costs at Adelphi. The staff is available by appointment or on a walk-in basis to discuss financial aid options.

To make an appointment to meet with a financial aid counselor for an in-depth consultation call (516) 877-3080. For the schedule of office hours or for additional information, visit the Student Financial Services Web site, ecampus.adelphi.edu/sfs.

Tuition and Fees

The following Tuition and Fee Policy pertains to the 2011–2012 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 fee schedule.

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. Additional fees and charges for specific courses, as detailed in the class schedule, also may be assessed.

Tuition and Fee Rates

See sections for Undergraduate or Graduate study later in this section.

Payment Options

Traditional Payment Options

Please visit the Cashier's Office in the lower level of Levermore Hall to make your payment via cash, check, money order or by credit card (MasterCard and Visa only, card must be present, with no additional processing fee). ***Please note that the University will not accept credit card payments via phone or mail.*** If you choose to pay your bill by credit card and cannot visit the Cashier's Office, please see the online payment options below. You may also mail your check or money order made payable to Adelphi University directly to the remittance address listed on your bill. Please include your student id on the check.

Online via ecampus.adelphi.edu

Electronic Check Payment: If you choose this method there is no fee and payment is simply withdrawn from your checking account the following day and forwarded to Adelphi University on your behalf.

Credit Card Payment: If you choose to pay your balance due by credit card and you cannot visit the Cashier's Office to have your MasterCard or VISA card swiped, the University allows you to make a credit card payment online. *Please note that if you choose this option there will be an additional nonrefundable online processing fee (\$25 for transactions less than \$1,000; \$50 for transactions between \$1,000 and less than \$5,000; and \$100 for all transactions \$5,000 or greater). To avoid this additional processing fee, the University urges its students to explore the alternative, no additional charge, payment option discussed above.*

Payment Policy

Tuition and fees are payable in full at the time of registration. Students pre-registering for the fall and spring semesters will be billed in June and December, respectively. Students are responsible for all charges regardless of billing. All payments will be applied to past due balances first.

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 current statement of account at the Office of Student Financial Services, Levermore Hall, Lower Level, Room one.

Pre-Payment Plan

For students and parents interested in stabilizing the tuition rate (prevailing during the first year of participation in the plan), Adelphi offers a pre-payment plan. Participation is limited to those in full-time attendance. Only tuition charges are included. All other charges are payable as billed. A single payment covering the entire cost of undergraduate tuition is required to be made. For further information, please contact the Controller's Office at 516.877.3177.

Two Payment Plan

Students may elect the two payment plan for each semester. One-half of the balance, plus the \$50 two payment plan fee, is due by August 1 for the fall semester or January 6 for the spring semester. The final payment is due on October 15 or March 15. For more information, visit ecampus.adelphi.edu/sfs/payment_plans.php

Monthly Tuition Pay Plan (AMS)

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. For more information, visit ecampus.adelphi.edu/sfs/payment_plans.php

Late Payment Fees

All tuition and fee charges are due at registration unless a two payment plan or the AMS monthly payment plan is elected. Failure to make payments on time will result in the

assessment of late penalties, as defined 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 or 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, precludes the use of any current financial aid for payment of past due charges.

Late Payment Fees

Fall Semester

Payment after August 1	\$60
Payment after October 15 (add'l)	\$35
Payment after October 31 (add'l)	\$110

Spring Semester

Payment after January 6	\$60
Payment after March 15 (add'l)	\$35
Payment after March 31 (add'l)	\$110

Residence Fees

See Undergraduate section

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.

Title IV Recipients

Adelphi University's refund policy conforms to the updated version (Section 668.22) of the Higher Education Amendments of 1998. In accordance with federal regulations, students who withdraw from the University and have Federal Title IV financial assistance (Federal Stafford Loan, Federal Parent Loan for Undergraduate Students, Federal SEOG, Federal Perkins Loan, or Federal Pell Grant) that has been credited or could have been credited to their account, will be subject to both 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 order of return of Title IV funds at Adelphi University is as follows:

Unsubsidized Federal Stafford Loans	Federal Pell Grants
Subsidized Federal Stafford Loans	Federal ACG/SMART Grants
Federal Perkins Loans	Federal SEOG Grants
Federal PLUS Loans	Other Title IV programs
Graduate PLUS Loans	

Sample worksheets for calculation are available in the Office of Student Financial Services upon request.

Additional information regarding Title IV refunds may be found at:
http://ecampus.adelphi.edu/sfs/payment_generalinfo.php

Refund of Institutional Charges

All students who are ineligible for assistance under the Federal Title IV programs are subject to the following institutional refund schedule for a traditional 15-week semester including full summer sessions:

Full/partial drop/withdrawal

<i>School Week</i>	<i>Percentage Refunded</i>
Prior to the first day of the semester	100% refund
By the end of the first week	90% refund
By the end of the second week	50% refund
By the end of the third week	50% refund
By the end of the fourth week	25% refund
Thereafter	No refund

For information about the refund schedule for University College, programs less than 10 weeks, and workshops, please see ecampus.adelphi.edu/sfs/payment_refund.php.

Residence Fees Refund

See Undergraduate section

Appeals

An appeals committee exists for students and parents who feel that individual circumstances warrant exceptions from published policies. Any written requests for appeals should be directed to the committee's coordinator. The address is:

Mary Barca
 Levermore Hall, Room 9
 Adelphi University
 South Avenue
 Garden City, NY 11530

The University reserves the right to change all tuition and fee amounts and policies without prior notice.

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 *Bulletin* and appropriate *Directory of Classes*.

Graduate students are encouraged to file the appropriate application forms and to contact their graduate school/department for a listing of additional sources and assistantship information.

Responsibilities of Financial Assistance Recipients

Students receiving financial assistance have the following responsibilities:

1. To complete the Free Application for Federal Student Aid (FAFSA) each academic year by the deadline prescribed by the University.
2. To meet the requirements of good academic standing and maintain satisfactory academic progress toward their degree.
3. 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 federal guidelines. Your assistance package may change after review of your record on the NSLDS system.
4. To report to the Office of Student Financial Services any changes in enrollment status, changes of name or address, receipt of any additional internal or external financial assistance.

The University reserves the right to make adjustments in financial assistance packages because of changes in the recipient’s enrollment or residency status, income discrepancies, or financial circumstances.

The University further reserves the right to make proportionate adjustments in campus-administered financial assistance if federal or state funding to the University changes.

Institutional scholarships and grants are applicable to tuition and, in some cases, University fees. The University reserves the right to adjust the financial assistance previously awarded when these awards, in combination with other sources of assistance, exceed the cost of tuition and fees. Awards include, but are not limited to, VA educational benefits, external awards, and state scholarships and grants.

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), changes in enrollment (for example, enrolling part-time when originally stated full-time on the application), documentation of incorrectly reported income and asset information, changes in family circumstances, receipt of outside or academic scholarships, or any other changes 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.

Institutional scholarships and grants are applicable to tuition and, in some cases, University fees. The University reserves the right to adjust the financial assistance previously awarded when these awards, in combination with other sources of assistance, exceed the cost of tuition and fees. Awards include, but are not limited to, VA educational benefits, external awards, and state scholarships and grants.

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.

Foreign Students

Federal and state financial aid programs are limited to U.S. citizens and certain permanent resident aliens (persons with Form I-151, I-551, or I-94, also called a "Green Card").

FAFSA Application Procedures

Students applying for financial assistance must complete the **Free Application for Federal Student Aid** (FAFSA). Applications can be completed online at fafsa.gov. All New York State residents who are receiving financial assistance from Adelphi are encouraged to apply to New York State for the Tuition Assistance Program (TAP) grant. Students will be presented with a link to the TAP application when they are finished completing the FAFSA on line. They must follow this link to apply for TAP.

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.

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 can and 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 each year. 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 entire FAFSA should be completed online at fafsa.gov as soon as possible after January 1, each year. Filing by **February 15** for continuing students and **March 1** for new students maximizes your access to the different financial aid programs. Applications made after those respective dates will only be considered if funds remain available.

Students currently enrolled are required to reapply for financial assistance each academic year.

All eligibility criteria including acceptance into an eligible program of study must be met by the above-mentioned deadlines.

PLEASE NOTE: ANY student selected for verification who has not completed the federal verification process CANNOT receive federal financial aid or need-based university grants. First time students at Adelphi must complete an entrance interview and Master Promissory Note before Federal Direct Stafford Loan funds can be applied to their account.

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 and online at http://ecampus.adelphi.edu/sfs/fast_facts.php#12.

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.

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 for assistance at (202) 401-4498 (Washington, DC) or toll-free at (877) 557-2575. Additional information is available at **the Department of Education's Federal Student Aid Ombudsman Web site:** ombudsman.ed.gov

Note: *Additional Financial Assistance information is presented in the Undergraduate and Graduate sections of this chapter.*

Undergraduate-Specific Expenses and Financial Aid

Tuition and Fee Rates

Undergraduate, Full Time (12–17 credits per semester)

2011–2012 Academic Year

Continuing Students (students entered fall 2007, spring 2008, summer 2008):

Tuition and Fees, per year	\$27,440
----------------------------	----------

New/Transfer Students (students entered fall 2008, or later):

Tuition and Fees, per year	\$28,460
----------------------------	----------

Undergraduate, Part Time 2011–2012 Academic Year

(1–11 credits per semester)

Tuition, per credit hour	\$835
--------------------------	-------

Fees, per year	\$750
----------------	-------

Upper Division (Nursing, Education, and Social Work)*

2011–2012 Academic Year

Tuition and Fees, per year	\$28,700
----------------------------	----------

There is a \$375 charge for each clinical nursing course.

**Upper Division rates apply to students in nursing, and social work, who are taking courses numbered 300 or higher. In addition, there is a \$375 charge for each clinical nursing course and a liability insurance fee charged for each semester.*

***Education students are Upper Division if they have completed more than 55 credits (including transfer credits) This includes all STEP students regardless of class level.*

University College 2011–2012 Academic Year

Tuition, per credit	\$710
Fees, per year	
1-11 credits	\$550
12 or more credits	\$820

University Fees

University fees cover the use of all academic and recreational facilities. They also include use of the library, center for recreation and sports, health services, counseling and career services, and provide for security and accident insurance for all students. The Technology Fee is used to maintain a wireless campus, provide web and eCampus services, allow students access to hundreds of PCs and Macs across campus, as well as the latest smart technology in classrooms.

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)	\$40
Graduation Reapplication/Late Filing Fee	\$25
Late Registration Fee:	
(Check current <i>Directory of Classes</i> for appropriate calendar)	\$150
Orientation Fee (Freshmen, Fall Semester only) non-refundable	\$275
Orientation Fee (Transfers/Freshmen, Spring Semester only).	\$80
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
Academic Success Program Fee (per semester)	\$3,735
Academic Success Program Fee (Summer).	\$2,105
Transcripts (per copy)	\$10
Two Payment Plan Fee.	\$50
Laboratory, Studio, and Workshop Fees	
(specified with course listings in the <i>Directory of Classes</i>)	Varies
Private Music Instruction, per semester (Fall, Spring)	\$920
(Summer)	\$260

Withdrawal Fee\$100

Residence Fees

Annual Room Rates (per person/per academic year excluding intersession and summer)

Room Type Cost Per Semester Cost Per Year

Singles

There are very few single rooms and they are usually reserved for special circumstances.

Room in New Residence Hall A & B.	\$5,440	\$10,880
Single	\$4,705	\$9,410
Single with Air Conditioning	\$5,130	\$10,260

Doubles

Most students will have a double room, as these are the most common on the campus.

Room in New Residence Hall	\$5,220	\$10,440
Double Room	\$4,085	\$8,170
Double Room with Air Conditioning	\$4,510	\$9,020
Honors College Suite	\$5,135	\$10,270

Triples

Room in New Residence Hall *	\$4,820	\$9,640
Converted Double in New Residence Hall	\$4,650	\$9,300
Designed Room*	\$3,695	\$7,390
Designed Room with Air Conditioning	\$4,115	\$8,230
Converted Double	\$3,380	\$6,760
Converted Room with Air	\$3,805	\$7,610
Converted Double Honors College Suite	\$4,400	\$8,800

**These rooms are designed to accommodate three students.*

Resident Activity Fee.....\$25.00.....\$50.00

**For Additional information regarding pricing on other room types occasionally offered please contact in the Office of Residential Life and Housing.

Meal Plan Options for the 2011 - 2012 School Year

Freshman resident students are required to choose the Platinum or Gold Block Meal Plans listed below. Sophomore, Junior, and Senior students can choose any of the Block Meal Plans listed below, or any of the Upperclassmen Meal Plan Options. The All-You-Care-to-Eat meals can be used at Post Hall and Panther Dollars can be used at all retail venues throughout campus per semester. All students on an All-You-Care-to-Eat Meal Plan receive a free brunch every Sunday on campus. All dining plans are tax-free.

All-You-Care-to Eat Block Plans

Platinum

240 All-You-Care-to-Eat meals per semester.

Average Meals per week: **15**

Panther Dollars: **\$100 + \$100 bonus = \$200 total**

490

Cost per semester: **\$1,995**

Gold

190 All-You-Care-to-Eat meals per semester.

Average Meals per week: **12**

Panther Dollars: **\$150 + \$100 bonus = \$250 total**

Cost per semester: **\$1,695**

Silver

130 All-You-Care-to-Eat meals per semester.

Average Meals per week: **8**

Panther Dollars: **\$250**

Cost per semester: **\$1,395**

Sophomore, junior and senior resident students are required to purchase a meal plan. They may choose from the All-You-Care-to-Eat meal plans listed above, or one of the declining balance meal plans listed below. All dining plans are tax-free.

Upperclassmen Meal Plan Options

Level 3: \$1,800

This plan provides you with \$1,800 declining balance points that can be used at any of the on-campus dining locations.

Average per week: **\$112**

Cost per semester: **\$1,800**

Level 2: \$1,600

This plan provides you with \$1,600 declining balance points that can be used at any of the on-campus dining locations.

Average per week: **\$100**

Cost per semester: **\$1,600**

Level 1: \$1,300

This plan provides you with \$1,300 declining balance points that can be used at any of the on-campus dining locations.

Average per week: **\$81**

Cost per semester: **\$1,300**

Add on Declining Balance at Any Time

When you purchase in increments over \$200 you will receive an additional 10% bonus of declining balance. So, you are saving tax as well as receiving an extra incentive.

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 go to www.maksin.com/adelphi.aspx and complete the online form 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 \$300 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.

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.

Undergraduate Financial Assistance

In addition to the information presented below, please see the Financial Assistance section at the beginning of this chapter for policy and loan information that applies to both undergraduate and graduate students.

Institutional Programs

Adelphi offers a wide 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 and may be accessed on-line at ecampus.adelphi.edu/sfs/au_scholarships_grants.php.

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 and may be accessed on-line at ecampus.adelphi.edu/sfs/au_scholarships_grants.php.

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 is offered to new 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. Further requirements for these awards may be viewed at ecampus.adelphi.edu/sfs/au_scholarships_grants.php.

Adelphi University Phi Theta Kappa Select Award

The Adelphi University Phi Theta Kappa Select Award for full-time students is offered to new transfer students who demonstrate high academic achievement and a commitment to service in the community. For new transfers, initial criteria include a transfer GPA of at least 3.3 and proof of Phi Theta Kappa membership. A student must file an admissions application and a separate Phi Theta Kappa Select application is required. Further requirements for these awards may be viewed at ecampus.adelphi.edu/sfs/au_scholarships_grants.php.

Eagle Scout, Girl Scout Gold, and Explorer Awards

These awards are offered to new, full-time students who demonstrate high academic achievement. The student will receive an academic award (Dean's, Provost, Presidential, or Trustee) and in addition be recognized for his/her achievement in Scouting. Further requirements for these awards may be viewed at ecampus.adelphi.edu/sfs/au_scholarships_grants.php.

Tau Sigma Award

The Adelphi University Tau Sigma Award for full-time students is offered to current, full-time transfer students who have been a member of Tau Sigma for a minimum of one semester. These individuals must demonstrate continued high academic achievement and a commitment to service in the community and Tau Sigma. Initial criteria include an Adelphi University GPA of at least 3.5 and proof of Tau Sigma membership. Further requirements may be viewed at ecampus.adelphi.edu/sfs/au_scholarships_grants.php.

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 and visit ecampus.adelphi.edu/sfs/au_scholarships_grants.php.

Federal Programs

It should be noted that, while an applicant may indicate interest in a campus-based federal program, final responsibility for the determination of eligibility and amount of award rests with the University, and that selection may be guided by the availability of funds and student need. To remain eligible, students must continue to demonstrate financial need and be in good standing in academic and disciplinary matters.

Grants***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 University administers the federal programs listed below. 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 higher financial need, are eligible Federal Pell Grant recipients, and who meet the application deadlines.

Federal Work-Study (FWS) Program

This program provides employment for students demonstrating financial need. Most jobs are on campus. The maximum amount a recipient can earn is determined by financial need and availability of funds. For more federal grants information, visit ecampus.adelphi.edu/sfs/fed_state_grants.php.

Loans***Federal Perkins Loan Program***

This student loan program is subsidized by the federal government and is available to assist students 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 Direct 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 originated and 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 plus an additional \$2,000 in unsubsidized funds for freshmen, \$4,500 plus an additional \$2,000 in unsubsidized funds for sophomores, and \$5,500 plus an additional \$2,000 in unsubsidized funds for juniors and seniors. Maximum loan amounts for independent students are \$7,500 for freshmen plus an additional \$2,000 in unsubsidized funds, \$8,500 plus an additional \$2,000 in unsubsidized funds for sophomores, and \$10,500 plus an additional \$2,000 in unsubsidized funds for juniors and seniors. Effective July 1, 2011, the in-school interest rate is 3.4% for the Subsidized Federal Stafford Loan. The repayment interest rate is 3.4%. The interest rate on all unsubsidized Stafford Loans is 6.8%. Repayment of these loans begins six months after the student ceases to be enrolled at least halftime.

Federal Direct 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, 2011, is 7.9%. Repayment of the loan begins within 60 days of when the loan is disbursed unless special deferment conditions apply. For the most current information on Federal loans, go to ecampus.adelphi.edu/sfs/fed_loan.php.

Federal Title IV Refunds

In accordance with federal regulations, students who withdraw from the University and have Federal Title IV financial assistance that has been credited or could have been credited to their account, will be subject to ***both federal policy regarding possible return of Federal IV funds awarded, and Adelphi University's policy regarding the possible return of institutional aid awarded.*** Furthermore, the amount of the refundable institutional charges (and/or possible reduction of outstanding balance) will be set by school policy. Title IV funds, (Federal Direct Stafford Loans, Federal Direct Parent Loan for Undergraduate Students, Federal SEOG, Federal Perkins Loan, Federal Pell Grant) are awarded to students based on the assumption that they will attend classes for the entire period for which aid is awarded. The return of federal aid is a mandated process by which a school calculates the amount of federal funds to be returned for a federally funded student who withdraws or ceases attendance during a period of enrollment. Calculations may result in a reduction of the student's Title IV loan and grant aid to reflect the percentage of the period of enrollment that the student attended, ***if the student***

attended 60 percent or less of the enrollment period. Based on these calculations, the school and or the student may be required to return “unearned” federal assistance.

Only the amount of the semester’s aid that has been earned (as a result of the prorated amount of the time the student has been in school for that semester) will be eligible to be retained for the student. Any aid that is not earned must be returned to its source and 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 the aid is returned to the programs.

This formula is a federally mandated calculation. If a student account balance results from these adjustments, the student is responsible for the payment.

New York State Programs

* Complete information regarding all scholarships and grant programs from New York State is available at: www.hesc.com

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. Students can go to www.hesc.com to apply for TAP. Students generally 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 15 for the fall semester and by February 15 for the spring semester.

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 eCampus.adelphi.edu/sfs/.

Study Abroad Programs

The names of Adelphi students wishing to study abroad will be sent to the Office of Student Financial Services by the Study Abroad Office ***no later than*** eight weeks prior to departure.

Please refer to this *Bulletin’s* “Study Abroad” section under Support Services 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 having Student Financial Services determine their eligibility for funding for such study.

Students will receive a revised Financial Assistance Award Letter after their eligibility has been confirmed. All financial aid will be applied first to charges incurred at Adelphi. If a credit balance is created by the application of financial aid, this credit will be refunded to the student to be used to pay for additional charges (such as housing and meals) incurred at the host school. Students are not guaranteed that their financial aid will cover all charges and may be required to pay some costs out-of-pocket.

The Provost Scholarship for Study Abroad has been developed to assist academically superior students who do not receive an Adelphi Scholarship in affording study abroad programs. For further information, contact the Office of the Provost.

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 Carol Ann Adleberg Scholarship is awarded each year to a full-time undergraduate student who is a member of the men's lacrosse team. Preference will be given to a student who is a fine arts major.

The Z. Paul Akian Scholarships are given to the outstanding junior male and junior female athlete as selected by the Department of Intercollegiate Athletics.

The Panayotis Agelarakis Scholarship is awarded to students studying anthropology or environmental studies. Professor Anagnostis Agelarakis established the scholarship 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. in memory of her mother, a member of the Class of 1942.

The Art History Essay Prize is awarded by the Department of Art History.

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 and The Axinn Fiction Award is awarded by the Department of English.

The Augusta Uhlich and Helen Baldwin Scholarships assist sophomores, juniors, and seniors with strong academic records.

The George E. Barlow Scholarship assists 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.

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 with preference given to those 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. Awarded by the Department of History.

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 and is 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 Clara Bartlett Dean Scholarship in History, established in the early 1900s, was funded under the terms of the will of the former student. It is to be awarded to an outstanding junior majoring in history and recommended by the department chair.

The Patricia Keane DeGeorge Memorial Scholarship was established in November 2002 by the Keane family in memory of 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. Awarded by the School of Education.

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 Patricia Dempsey Scholarship will be awarded each year to a full-time undergraduate student who is enrolled at Adelphi in pursuit of a teaching degree. The student will come from a high school within Nassau County, preferably Hicksville High School.

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 Driscoll Family Scholarship, established in 2008 by University Trustee Michael Driscoll and his wife Melissa, is awarded once a year to a student in the Learning Disabilities program who has completed 30 credits. The scholarship is to be used toward the program fee.

The John Eddy Memorial Fund was established for descendants of former Adelphi President Paul Dawson 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 as stated in his will, 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 for University College students in financial need.

The Golden Anniversary Fund, established in 1986, was funded by the Class of 1936 at their 50th reunion, to reward students of good academic standing.

The Philip Goldstein Scholarship, established by Matthew Goldstein, former Adelphi President, assists math majors with good academic records.

The Bernadette Gordon Lifetime of Service Award will be awarded to a student in the Secondary English Education program. The student must maintain a 3.5 GPA and

demonstrate significant financial need and will be selected by the department chairperson and the Director of Student Financial Services.

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 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 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 William J. Irwin Scholarship was established in 2007 by former swimmers of Coach Bill Irwin, Adelphi's Swim Coach from 1966-1976. It will be awarded annually to a male or female, full-time undergraduate student-athlete who is a member of the swim team.

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 Leeds Scholarships, established by Gerard and Lilo Leeds, founders of the Institute for Student Achievement, are awarded to students in financial need.

The Sue Levering Social Justice Scholarship

Established in 2011 by Adelphi University administrator and Professor of History, Les Baltimore in memory of his wife, Sue Dworkin Levering. This scholarship celebrates Sue Levering's commitment to social justice. The scholarship is awarded annually to a full-time undergraduate enrolled in the Levermore Global Scholars Program. The student must demonstrate financial need and commitment to social justice. The recipient is selected by the Director of the Levermore Global Scholars Program or his/her designee.

The Dean Anthony F. Libertella Student Excellence Award established in 2008 by the faculty of the School of Business assists undergraduate students with outstanding character, scholastic achievement, and potential business leadership.

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 Berrian 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 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 F. McGarr, Class of 1931.

The John McGoldrick Memorial Scholarship, named in honor of the former Director of Adelphi Security, 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 beloved School of Nursing faculty member and alumna.

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 Winston and Valerie Neblett, the uncle and aunt of an alumnus who passed away on September 11, 2001. This award benefits students in the School of Business.

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 Omicron Pi Scholarship, established in 2008 by members of the fraternity which existed on campus from 1946-74, assists students in need. Student is nominated by faculty.

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, an Adelphi alumna and athlete. 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 Melvin and Marian Prottas Entrepreneurship Award is an annual award given to a graduating undergraduate of the School of Business. Established by Professor David Prottas in 2008.

The Melvin and Marian Prottas Scholarship established in 2007 by Professor David Prottas for MBA or MS/MBA students who are currently employed by healthcare organizations.

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 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 Scholarships are 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 Schacter 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, with preference given to those 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, are 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 at 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 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, was established in 1985 in memory of School of Education professor Dr. Jay Smith and awarded to a graduating male student majoring in elementary education.

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.

The Swift-Austin-Wheat Honors College Scholarship Endowments, established by Richard Garner, the founding dean of the Honors College. 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.

Student Budgets

These estimates of Adelphi's average undergraduate student budgets for 2011–2012 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 costs they may be required to pay out-of-pocket.)

The most current information regarding cost of attendance budgets may be found on our website at: ecampus.adelphi.edu/sfs/fast_facts.php#17

	Resident	Commuter
Tuition and Fees	\$28,170	\$28,170
Books	\$ 1,400	\$ 1,400
Room and Board	\$11,420	\$ 1,600
Transportation	\$ 1,380	\$ 3,900
Personal Expenses	\$ 1,200	\$ 1,800
Total	\$43,570	\$36,870

NOTE: Charges may be subject to change. Tuition and fees may vary depending on major and special laboratory fees.

Graduate Student-Specific Expenses and Financial Aid

Tuition and Fee Rates*

2011-2012 Academic Year:

Graduate, Full-Time (12 or more credits per semester)

Social Work

Tuition and Fees \$29,250

Education STEP

Tuition and Fees

(start date of Fall 2007,
Spring 2008, Summer 2008) \$30,470

Tuition and Fees

(start date of Fall 2008 or later) \$31,610

Communicative Disorders

Tuition and Fees

(start date of Fall 2007,
Spring 2008, Summer 2008) \$31,390

Tuition and Fees

(start date of Fall 2008 or later) \$32,490

Gordon F. Derner Institute of Advanced

Psychological Studies (IAPS) \$36,340

Postgraduate Certificate Program \$4,200

Graduate, All Other Programs

Tuition, per credit hour

(start date of Fall 2007,
Spring 2008, Summer 2008) \$895

(start date of Fall 2008, or later) \$930

Tuition, per credit hour

Communicative Disorders

1–11 credits per semester)

(start date of Fall 2007,
Spring 2008, Summer 2008) \$925

(start date of Fall 2008, or later) \$970

Education

(start date of Fall 2007,
Spring 2008, Summer 2008) \$925

(start date of Fall 2008, or later) \$970

Tuition, per credit hour
(IAPS 1-11 credits per semester) \$1,030

Fees per year
1–6 credits \$630
7–11 credits \$730
12 or more credits \$1,100

**Check adelphi.edu for updated information.*

University Fees

University Fees cover the use of all academic and recreational facilities and services including the library, center for recreation and sports, health service center, counseling, and career services, and provides for security and accident insurance for all students. The technology fee is used to maintain a wireless campus, provide web and eCampus services, allow students access to hundreds of PC's and Macs across campus, as well as the latest smart technology in classrooms.

Other Fees and Charges

Application Fee (nonrefundable) \$50
Two Payment Plan Fee \$50
Graduation Reapplication/Late Filing Fee \$25
Late Registration Fee \$50
Program change, each form \$25
Registration Reinstatement Fees \$150
Returned Check (in addition to
charge for late payment of tuition) \$25
Program Specifics Fees (specified
in the Directory of Classes) Varies
Transcripts \$10
Administrative Withdrawal Fee \$100

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

Graduate Financial Assistance

In addition to the information presented below, please see the Financial Assistance section at the beginning of this chapter for policy and assistance information that applies to both undergraduate and graduate students.

Financial Assistance Programs

Adelphi University Scholarships

Adelphi University offers limited scholarship opportunities to graduate students pursuing graduate degrees in Business, Social Work, Education, and Nursing. Contact the schools directly for more information.

Institutional scholarships and grants are applicable to tuition and, in some cases, university fees. The University reserves the right to adjust the financial assistance previously awarded when these awards, in combination with other sources of assistance, exceed the cost of tuition and fees. Awards include, but are not limited to, VA educational benefits, external awards, and state scholarships and grants.

Federal Direct 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 originated and 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. The Maximum Federal Direct Subsidized Stafford Loan for Graduate students is \$8,500 per year. The maximum Federal Direct Unsubsidized Loan is \$12,000. Effective July, 2011, the in-school interest rate is 6.8%. The repayment interest rate is 6.8%. Repayment of these loans begins six months after the student ceases to be enrolled at least half time.

Adelphi Graduate Assistantships

A limited number of graduate assistantships are available to qualified graduate students.

Assistantships are awarded at the discretion of the department. They may be awarded based on academic merit and some may take financial need into consideration.

Students receiving such appointments are required to devote a specified number of hours each week during the academic year to assist in teaching, research, or other technical services, as assigned by their department. In return for such services, the student is granted a remission of tuition. In addition, some assistantships offer stipends.

Contact your graduate school/department to obtain applications and specific eligibility requirements.

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 and availability of funds.

Federal Title IV Refunds

In accordance with federal regulations, students who withdraw from the University and have Federal Title IV financial assistance that has been credited or could have been credited to their account, will be subject to *both federal policy regarding possible return of Federal IV funds awarded, and Adelphi University's policy regarding the possible return of institutional aid awarded*. Furthermore, the amount of the refundable institutional charges (and/or possible reduction of outstanding balance) will be set by school policy.

Title IV funds, (Federal Direct Stafford Loans, Federal Direct PLUS for Graduate Students, or Federal Perkins Loan) are awarded to students based on the assumption that they will attend classes for the entire period for which aid is awarded. The return of federal aid is a federally mandated process by which a school calculates the amount of federal funds to be returned for a federally funded student who withdraws or ceases attendance during a period of enrollment. Calculations may result in a reduction of the student's Title IV loan aid to reflect the percentage of the period of enrollment that the student attended, *if the student attended 60 percent or less of the enrollment period*. Based on these calculations, the school and/or the student may be required to return "unearned" federal assistance.

Only the amount of the semester's aid that has been earned (as a result of the prorated amount of the time the student has been in school for that semester) will be eligible to be retained for the student. Any aid that is not earned must be returned to its source and 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 the aid is returned to the programs.

This formula is a federally mandated calculation. If a student account balance results from these adjustments, the student is responsible for the payment.

New York State Aid Programs

A detailed listing of state-sponsored scholarships is available at the New York State Higher Education Services Corporation (HESC) Web site www.hesc.com.

Other Assistance

Several lenders offer credit based "alternative loans" for students who need to borrow above the Federal Stafford loan limits. Students are strongly advised to utilize all federal loan options first.

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 by email at financialservices@adelphi.edu

XV.



RULES AND REGULATIONS

Rules and Regulations

University Regulations (For All Students)

The responsibility for knowing and meeting the applicable degree requirements, as well as the academic regulations of the University and its schools, rests with each student. University regulations, protocols, and procedures govern all degree programs at the University. Beyond these fundamental regulations, protocols, and procedures, the University's schools abide by additional specific regulations, protocols, and procedures consonant with their missions, and curricula. *[Also consult specific Undergraduate or Graduate Regulations, later in this chapter.]*

University academic regulations, protocols, and procedures pertaining to undergraduate study are set forth below. The specific regulations of the individual undergraduate schools appear in the sections of this *Bulletin* devoted to the programs of the individual schools. Students wishing to seek clarification of such information, or exceptions from academic regulations, are invited to consult with the Office of Academic Services and Retention. 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. Federal and state regulations are not subject to petition.

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.

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 academics.adelphi.edu/policies/honesty.php.

Student Code of Conduct

The primary mission of Adelphi University is the development of an intellectual

community in an environment that promotes high standards of integrity and fosters respect for all members. In order to maintain that environment, the University developed a Code of Conduct academics.adelphi.edu/policies/conduct.php for both individuals and organizations, setting standards necessary to protect the well-being of the community and advance the University's educational mission. Students are also expected to abide by the Compliance Statement academics.adelphi.edu/policies/compliance.php.

Student Conduct and Community Standards were established to respond to potential allegations of non-academic violations of the behavioral standards and other University regulations, while respecting and protecting the rights and privileges of Adelphi students.

The educational foundation upon which the disciplinary process is based is intended to promote responsible conduct by holding students accountable for their behavior and its impact on the campus community. Responses to findings of misconduct are intended to be educational, providing students with vehicles for growth and development and, whenever possible, allowing for responsible membership in the University community.

Please see the University Policies academics.adelphi.edu/policies for more information on policies relating to:

Academic Honesty academics.adelphi.edu/policies/honesty.php

Illicit Drugs and Alcohol academics.adelphi.edu/policies/drugs.php

Hazing academics.adelphi.edu/policies/hazing.php

Non-Smoking academics.adelphi.edu/policies/nosmoke.php

Discrimination and Harassment academics.adelphi.edu/policies/harass.php

Academic Assistance for Students with Disabilities

(See "Support Services and Resources.")

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 academics.adelphi.edu/policies/honesty.php.

Attendance

Only students who are registered for courses, and whose name appears on the Official Class Roster 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 (ecampus.adelphi.edu/registrar/calendar.php) encompasses two semesters (fall and spring), approximately 15 weeks each, an intersession of approximately three weeks, and two summer terms, five weeks each. 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. The Exam/Assignment Policy can be found at ecampus.adelphi.edu/registrar/exampolicy.php

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. Undergraduate 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. 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 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.

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, graduation 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 ecampus.adelphi.edu/registrar/ferpa.php.

To make a change to biographical or demographical information on a record, the student must submit the appropriate documentation to the Office of the University Registrar in a timely manner.

It is the obligation of students to notify the Office of the University 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. Educational 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

Registration

Registration is the process by which the Office of the University Registrar certifies the enrollment of students in courses of study and verifies their right to use the services available at the University. Registration information is available on the Web site at ecampus.adelphi.edu/registrar/registration.php. The Directory of Classes is available at the Office of the University Registrar or online at 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 ecampus.adelphi.edu/registrar/calendar.php.

Definition of a Student

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, 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 late registration period shall be eligible to receive a grade for that course.

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, and withdrawing from courses. These changes to a registration (except for withdrawals) can be processed online via the C.L.A.S.S. system. Deadlines to effect these changes are clearly set forth in the academic calendar and can be reviewed at ecampus.adelphi.edu/registrar/actions.php.

Adding Courses

Students who wish to add a course to their program after they have processed their initial registration, can add the course using the C.L.A.S.S. system in conjunction with the Academic Calendar’s deadlines. Students are advised that there is a fee for adding courses and that there may be additional tuition charges.

Dropping Courses

Students who wish to drop a course from their program after they have processed their initial registration, can drop the course using the C.L.A.S.S. system in conjunction with the Academic Calendar’s deadlines.

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. It may also affect their financial aid.

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 “F”s after this time. This then becomes the final grade.

Withdrawing from Courses

Withdrawals from courses are possible after the deadline to drop courses but no later than 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 Form, obtain appropriate signatures of academic approval and process the form in the Office of the University Registrar in conjunction with the Academic Calendar's deadlines. Withdrawals from courses appear on the transcript as a W. Non-attendance 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. Changes of the program must meet with the approval of the adviser, chair, and dean of the pertinent degree program.

Removal from Courses

The individual faculty member has primary responsibility for managing the classroom environment. If a student engages in any behavior that results in disruption of a class, he or she may be directed by the faculty member to leave the class for the remainder of the class period.

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 if the student's behavior continues to disrupt the course. The Associate Provost will seek to resolve the issue by attempting to find a resolution that is agreeable to both the student and the professor. However, the Associate Provost will inform the Student Judicial Officer in all cases of inappropriate behavior, even if a resolution is implemented, and the Student Judicial Officer may need to take additional action. If the Associate Provost is unsuccessful at finding a resolution, the Associate Provost will then refer the matter to the Student Judicial Officer who will proceed in accord with the Code of Conduct. The Student Judicial Officer will make every attempt to resolve the matter quickly, and whenever possible within seven business days. The student will not be allowed to return to the class until the matter is resolved by the Student Judicial Officer. The Student Judicial Officer will work with the Associate Provost in the Office of Academic Services and Retention to arrive at an outcome that preserves the integrity of the classroom, the authority of the professor and the rights of the student.

Individual schools and departments may have behavioral codes and expectations of professional standards that apply to classroom, clinical, field or other settings. Students in these schools or departments are accountable for those standards as well as the Code of Conduct.

Final Examinations

Final examinations for fall and spring semesters are held at the close of the semester. Final examinations for summer courses are normally held during the last regularly scheduled class meeting. Examination times are scheduled by the Office of the University Registrar and can be found online at ecampus.adelphi.edu/registrar/exams.php. 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. Classes may not meet at other times during finals week without written consent of the appropriate academic Dean and Provost.

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 and Provost:

- 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.

The Transcript

The transcript lists a student's complete academic record. Students may obtain a copy of their transcript from the Office of the University Registrar by completing a request form. There is a \$10 charge per official transcript. An official transcript bears the seal of the University and the signature of the University Registrar. 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.*

Grades

Grades represent the instructor's evaluation of student competencies and course performance. Grades assigned by Adelphi instructors conform to 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 within 48 hours of the scheduled final exam.

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, 45 Quality Points ÷ 15 Quality Hours = 3.000 GPA

Withdrawal for Medical Reasons

Students requesting a withdrawal from the University because of medical reasons must submit the appropriate medical documentation and a letter requesting a medical withdrawal to the Office of Academic Services and Retention. This must be done during the semester for which the leave is requested. Students approved for Medical Withdrawal might have a credit posted to their account to be applied toward future semesters. All unused credit will be forfeited after one year of issuance and tuition and fee charges will not be refunded. 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 following a leave for personal reasons, 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.

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.

Application for Graduation

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 that are credit eligible for graduation, will receive an alert when they log on to eCampus. They will then have access to the on-line graduation application which they can submit to start the graduation check process. Additional information can be found at ecampus.adelphi.edu/registrar/graduation.php.

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 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:

- June 30 for May graduates;
- September 30 for August graduates;
- February 28/29 for January graduates.

A student is considered “graduated” when the graduation application has been filed and all academic requirements have been met. Notation of graduation will appear on the student’s transcript as of that date.

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.

For more information, please visit the Commencement Web site at adelphi.edu/commencement, or contact the Commencement Office, located in the University Center, room 110, at (516) 877-4695.

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. Diplomas are mailed 6–8 weeks after the date of graduation.

Undergraduate

*In addition to the Undergraduate Rules and Regulations found in this section, students should also consult the **University Regulations For All Students** section at the beginning of this chapter.*

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. A parent may request information from his or her student's education record if the student is a dependent (as defined in section 152 of the Internal Revenue Code of 1986) without their dependent's written consent. Upon receiving the written request from a parent (with documentation that the student is a dependent as indicated above), the University will respond to such requests at its discretion, 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 academics.adelphi.edu/policies/honesty.php.

Matriculation Ceremony

New freshman 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's 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, with a minimum accumulation of 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).

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.”)

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 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 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 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. A student may declare a major by 1) obtaining a Change of Major form from academic departments or from the Office of the University Registrar, and 2) submitting the, signed, completed form to the Registrar. Please also read sections below on “Acceptance Into a Major” and “Change of Major.” Once students decide on a major, and have been accepted into it, they are assigned to faculty advisers in their major.

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 or 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.

For students who declare an interdepartmental minor in Fall 2010 or later, the requirements for an interdepartmental minor cannot be met with more than 4 credits from the department of the student's major unless such course work is in addition to the requirements for the major.

Concentrations, Specializations, Tracks or Clusters

Some departments offer focused undergraduate programs of study within a major consisting of no fewer than twelve credits as a concentration, specialization, track or cluster. They will be officially recognized by the university on a student's transcript. Its title (e.g., Concentration in Optics) will appear on the transcript of any student completing the requirements for said course of study within a major. Each department or school defines these focused programs of study as a specialization, a cluster, a track or a concentration according to the standards of usage of that discipline. To receive official recognition and have the specified focused undergraduate program of study within a major listed on their final transcript, students must complete an *Application for Major/Minor/ Concentration, Specialization, Track or Cluster* form available from the Office of the University Registrar and obtain written permission from the department chair and faculty advisor where the

focused undergraduate program of study is to be undertaken.

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 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
- Ruth S. Ammon 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
- Gordon F. Derner Institute of Advanced Psychological Studies—4 credits
- University College—4 credits

Credits from Professional Schools

Adelphi has articulation agreements with several Professional Schools. Adelphi will grant

credit towards the baccalaureate degree for courses taken at these accredited schools, as outlined by their agreement. 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 is received before leaving Adelphi

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.

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. A maximum of 30 credits earned before high school graduation will be accepted.

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 of arts or associate of science degree is deemed to have met all general education requirements. 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 of accepted courses 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.

For more information, see “Admission of Transfer Students” in the Admissions section of the Bulletin.

Residency Requirements

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.

General Education Transfer Policy

See “General Education” in the *Bulletin* section “An Adelphi Education.”

Study at Other Institutions

Matriculated students who wish to take a course or courses at another institution must secure permission for the courses to be taken before registering for classes. Applications for this purpose are available in the unit Deans’ Offices. Students, whose major is 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.)
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. The student needs a prerequisite for major classes to keep pace for graduation.
3. The student demonstrates better academic success with 12–13 credits per semester than with 15–17.
4. The student wants to take a class that is not offered at Adelphi University.

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 Center for International Education in the same manner outlined above.

Course Policies and Practices

Course policies and practices are made explicit 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 Numbering System

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*.

Removal from Courses

The individual faculty member has primary responsibility for managing the classroom environment. If a student engages in any behavior that results in disruption of a class, he or she may be directed by the faculty member to leave the class for the remainder of the class period.

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 if the student's behavior continues to disrupt the course. The Associate Provost will seek to resolve the issue by attempting to find a resolution that is agreeable to both the student and the professor. However, the Associate Provost will inform the Student Judicial Officer in all cases of inappropriate behavior, even if a resolution is implemented, and the Student Judicial Officer may need to take additional action. If the Associate Provost is unsuccessful at finding a resolution, the Associate Provost will then refer the matter to the Student Judicial Officer who will proceed in accord with the Code of Conduct. The Student Judicial Officer will make every attempt to resolve the matter quickly, and whenever possible within seven business days. The student will not be allowed to return to the class until the matter is resolved by the Student Judicial Officer. The Student Judicial Officer will work with the Associate Provost in the Office of Academic Services and Retention to arrive at an outcome that preserves the integrity of the classroom, the authority of the professor and the rights of the student.

Individual schools and departments may have behavioral codes and expectations of professional standards that apply to classroom, clinical, field or other settings. Students in these schools or departments are accountable for those standards as well as the Code of Conduct.

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.

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 drop 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.*

Grades

Grades represent the instructor's evaluation of student competencies and course performance. Grades assigned by Adelphi instructors conform to 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 within 48 hours of the scheduled final exam.

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.

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.

What Grades Signify

Letter Grade	Quality Range	Grade Points (per credit hour)
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. The student may be eligible for dismissal following a departmental review.	0.0

Other Transcript Designations

P (Passing)	Where the grade of A, B, or C is not used.
AU (Audit)	Students who are auditors register for a course, pay the regular tuition, but do not receive a grade.
I (Incomplete)	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 an "Incomplete." 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 <i>Bulletin</i> titled, "Withdrawing from Courses.")

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, 45 Quality Points ÷ 15 Quality Hours = 3.000 GPA

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.

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

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, Derner IAPS, and the Director of University College, recognize superior academic work every semester. The Dean's List comprises full-time students—registered for 12 or more credits—who have completed at least 9 graded credits and achieved a GPA of 3.5 or above for that semester. This recognition 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 Minimum Cumulative Requirements GPA

Good standing, all undergraduates:	2.0
Students who have not chosen a major:	2.0
Arts and Sciences—all majors:	2.0
Education—see <i>Bulletin</i> section on the Ruth S. Ammon School of Education	
Business 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. Failure to return to good standing may result in dismissal from the university.

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 or 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 referred to the Office of Academic Services and Retention 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 Affairs.

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" under "Credits") 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 after the fourth week and before 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.

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 “Academic 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 with the grades of D–, D, or D+ would be cancelled. Students must complete at least 30 credits at Adelphi after return.

Graduation

GPA Required for Graduation

Students who have completed the minimum number of credits required by their major for graduation 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 the *Bulletin* section for the School of Education for specific requirements.

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.”)

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 30 credits in a major field to be eligible for departmental or school honors.

Latin Honors

An undergraduate student may graduate with honors (*cum laude*) whose cumulative GPA is between 3.3 and 3.599; with high honors (*magna cum laude*) whose cumulative GPA is between 3.6 and 3.849; with highest honors (*summa cum laude*) whose cumulative GPA is 3.85 and above.

In addition to the cumulative GPA, 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.

GRADUATE

*In addition to the Graduate Rules and Regulations found in this section, students should also consult the **University Regulations For All Students** section at the beginning of this chapter.*

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 academics.adelphi.edu/policies/honesty.php

Acceptance as a Degree Candidate

Acceptance as degree candidates in all programs is recommended by the school and department in which a student wishes to specialize. Status as a degree candidate depends upon a student’s qualifications and the policy of the degree program in which he or she wishes to enroll. Students who are provisionally accepted must apply for a change in status at the office of the dean of their chosen school.

Continuous Matriculation

Students wishing to maintain their status as graduate students and continue to have access to faculty and the resources of Adelphi University must register for continuous

matriculation. Registration is required, for example, of students who have completed all course requirements except the thesis and dissertation and who want supervision or advice from faculty, use of laboratory facilities, or the use of the University Libraries.

Payment of the registration fee entitles students to all the privileges of registered students. This fee need not be paid by a student whose only contact with the University during an academic semester is to take a comprehensive or similar examination for a graduate degree. Certified candidates for a doctoral degree, if not registered for courses or thesis or dissertation research carrying academic credit, may register for continuous matriculation during each semester of the academic year until they have completed degree requirements.

Academic Advising

Upon beginning study for a master's or doctoral degree, students are assigned an academic adviser. The adviser approves the student's program of studies, counsels and advises on academic regulations, protocols, and procedures.

Students themselves are solely responsible for developing their programs of study and meeting all requirements for degrees. Students must therefore familiarize themselves thoroughly with the University regulations, protocols, and procedures set forth here, and with the specific regulations, protocols, and procedures set forth under each school and degree program.

Academic Residence

Candidates for the M.A., M.S., and M.B.A. degrees are expected to carry at least one course each semester, and to fulfill all degree requirements within:

- M.S. and M.B.A. in accounting, M.B.A. in management, and M.S. in banking and money management—six years
- M.S.W.—four years
- others—five years

from the date of admission to graduate study. Under extraordinary circumstances and with the recommendation of a student's department, the dean may grant an extension of the time limit.

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 9 credit hours. Fewer than 9 credits means part-time status. For federal and state financial aid purposes and for tuition and fee rate calculations, 12 or more credit hours is considered full-time status.

Course Policies and Practices

Course policies and practices are made explicit 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 Numbering System

Graduate courses are numbered 500 and higher. Graduate students may not take courses numbered lower than 500 for graduate credit. Graduate courses numbered 500 to 599 are open to Adelphi seniors under strictly controlled admission to graduate standing. However, at the discretion of a dean, a limited number of graduate credits so earned, and not used to fulfill baccalaureate requirements, may be applied toward a higher degree. Graduate courses numbered 600 to 699 are normally taken during the first year, and those numbered 700 to 799 taken in the second year, of full-time graduate study. Courses numbered 800 and higher are reserved for third- and fourth-year graduate students in doctoral programs.

Auditing Courses

Some departments do not permit auditing at the graduate level, and regularly enrolled students always are given priority over students who are auditing if space in the class is limited.

Students wishing to audit graduate courses are advised to obtain permission from the appropriate department head or graduate director. No credit may be earned for an audited course by examination or any other means, and no audited course may be repeated for a credit at a later date.

Removal from Courses

The individual faculty member has primary responsibility for managing the classroom environment. If a student engages in any behavior that results in disruption of a class, he or she may be directed by the faculty member to leave the class for the remainder of the class period.

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 if the student's behavior continues to disrupt the course. The Associate Provost will seek to resolve the issue by attempting to find a resolution that is agreeable to both the student and the professor. However, the Associate Provost will inform the Student Judicial Officer in all cases of inappropriate behavior, even if a resolution is implemented, and the Student Judicial Officer may need to take additional action. If the Associate Provost is unsuccessful at finding a resolution, the Associate Provost will then refer the matter to the Student Judicial Officer who will proceed

in accord with the Code of Conduct. The Student Judicial Officer will make every attempt to resolve the matter quickly, and whenever possible within 7 business days. The student will not be allowed to return to the class until the matter is resolved by the Student Judicial Officer. The Student Judicial Officer will work with the Associate Provost in the Office of Academic Services and Retention to arrive at an outcome that preserves the integrity of the classroom, the authority of the professor and the rights of the student.

Individual schools and departments may have behavioral codes and expectations of professional standards that apply to classroom, clinical, field or other settings. Students in these schools or departments are accountable for those standards as well as the Code of Conduct.

Grades

Grades represent the instructor's evaluation of student competencies and course performance. Grades assigned by Adelphi instructors conform to 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 within 48 hours of the scheduled final exam.

Grading System

Adelphi has a letter grading system. Passing grades for graduate students, in rank order, are A, B, C, D*, and P (Pass). Failing grades are designated with F.

**"D" grades are only used by the School of Business.*

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 "F"s after this time. This then becomes the final grade.

What Grades Signify

Letter Grade	Quality Range	Grade Points (per credit hour)
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. The student may be eligible for dismissal following a departmental review.	0.0

Other Transcript Designations

P (Passing)	Where the grade of "A", "B", or "C" is not used.
AU (Audit)	Students who are auditors register for the course, pay the regular tuition, but do not receive a grade.
I (Incomplete)	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 "Incomplete." Unresolved Incompletes convert to Fs after this time. This then becomes the final grade.

IP (In Progress)	The IP grade may be assigned only for research courses that are designed to take longer than one semester. The research project must be completed within two years. If it is not finished within that time the student will be withdrawn from the class and a W will be placed on the student's transcript.
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.")

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.

Leave of Absence

Graduate degree candidates who find it necessary to interrupt their education for a period exceeding one year's time must request in writing a leave of absence from their chair and dean.

Without such notice, students will be dropped from the official roster of degree candidates.

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. In cases of withdrawal for other than medical reasons, students should notify, in writing, the dean of the pertinent school. The date of receipt of the written request determines refunds or financial obligations.

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 whose quality of academic performance or conduct is unsatisfactory. Students who withdraw or are withdrawn from the University are advised that there is no real or implied right to readmission.

For associated withdrawal fees, please see the tuition and fees section of this *Bulletin*, in Chapter XIV.

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.

XVI.



**FACULTY, EMERTI,
RECENT HONORARY DEGREE
RECIPIENTS, BOARD OF
TRUSTEES, OFFICERS OF
ADMINISTRATION,
DIRECTIONS TO CAMPUS**

Faculty

VISITING FACULTY

DANA BATTAGLIA, *Visiting Assistant Professor of Curriculum and Instruction*, B.S., C.W. Post, M.A., (2001), St. Johns University

MICHAEL DRISCOLL, *Visiting Professor, Senior Executive in Residence in the School of Business*, B.S., Maritime College, M.B.A. (1989), Adelphi University

JESSICA DUTTON, *Visiting Assistant Professor of Environmental Studies*, B.Sc., University of Wales Swansea, M.A., Queens College, M.Phil. (2010) Stony Brook University

ROBERT GOLDBERG, *Visiting Associate Professor of Business*, B.S., M.S., M.B.A. (1979) Columbia University

LISA MINICOZZI, *Visiting Assistant Professor of Curriculum and Instruction*, B.A., M.A., Catholic University of America, Ed.M. (2001) Teachers College, Columbia University

CYNTHIA PROSCIA, *Visiting Assistant Professor in Health Studies*, B.S., Hunter College, City University; M.A. (1992), Adelphi University

THOMAS SHINICK, *Visiting Associate Professor of Business*, B.S., M.B.A. (1992) Adelphi University

UNIVERSITY PROFESSOR

PAUL MORAVEC, *University Professor*, B.A., Harvard University; M.A., D.M.A. (1987), Columbia University

CURRENT FACULTY

WAHIBA ABU-RASS, *Assistant Professor of Social Work*, M.S.W., Rutgers University, M.Phil., Ph.D. (2000), Columbia University

JUDITH ACKERHALT, *Associate Professor of Nursing*, B.S.N., Rutgers University; M.S., Adelphi University; Ed.D. (1986), Columbia University

DOLAPO ADENIJI-NEILL, *Assistant Professor of Curriculum and Instruction*, M.A., Dartmouth College; Ph.D.(2008), University of Hawaii

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, *Professor of Physics*, B.S., Polytechnic Institute of Brooklyn; M.S., Ph.D. (1968), New York University

ANNA AKERMAN, *Associate 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 AMADOR, *Professor of Languages*, 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

PAVAN ANTONY, *Assistant Professor of Curriculum and Instruction*, B.A., M.A., Kerala University, Ed.D., (2009) Washington State University

BEVERLY ARAUJO, *Associate Professor of Social Work*, B.A. Hunter College, City University of New York; M.S.W., Ph.D. (2004), University of Michigan

CINDY ARROYO, *Assistant Professor of Communication Sciences and Disorders*, B.A., M.S., D.A. (2005), Adelphi University

JANE ASHDOWN, *Dean, Ruth S. Ammon School of Education*, Professor, B.A. University of Manchester; Ph.D. (1990), University of Pennsylvania

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)

HELEN BALLESTAS, *School of Nursing*, M.S., Molloy College; Ph.D.(2008), Capella University

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, *Professor of English*, B.A., Radcliffe College-Harvard University; M.A. (1978), Johns Hopkins University

JACQUES P. BARBER, *Dean of IAPS, Derner Institute*, Professor, B.A., Tel-Aviv University, M.A., Ph.D. (1989), University of Pennsylvania

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

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

SEAN BENTLEY, *Associate 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

LINA BEYDOUN, *Assistant Professor of Anthropology and Sociology*, B.A., American University of Beirut; M.A., Ph.D., (2005) Wayne State University

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

MATTHEW BOGENSCHUTZ, *Assistant Professor of Social Work*, M.S.W., Ph.D. (2010) University of Minnesota

ELLEN BOGOLUB, *Associate Professor of Social Work*, B.A., University of Chicago; M.S.W., New York University; Ph.D. (1986), Rutgers University

SIDNEY MARQUEZ BOQUIREN, *Associate Professor of Music*, B.M., Butler University; M.A., Ph.D. (1999), Duke 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, *Associate Professor of Curriculum and Instruction*, Teaching Certificate, Leo Tolstoy State Pedagogical University of Tula, Russia; M.Ed., Ph.D. (2002), Pennsylvania State University

PAMELA BUCKLE HENNING, *Associate 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, *Associate 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, *Professor of Curriculum and Instruction*, B.S., Instituto de Enseñanza Superior Daguerre, Buenos Aires, Argentina; M.S., Ph.D. (1999), Fordham University

DIANN CAMERON KELLY, *Associate Professor of Social Work*, B.A., Temple University; M.S.W., Ph.D. (2002), 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, *Associate 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*, B.A., Queens College, City University of New York; M.A., Ph.D. (1976), New York University

CRAIG CARSON, *Assistant Professor of English*, B.A., State University of New York, Binghamton, M.A., Ph.D. (2007) University of California, Irvine

MARGARET CASSIDY, *Associate Professor of Communications*, B.A., St. John's University; M.A., Fordham University; Ph.D. (1996), New York University

TANDRA CHAKRABORTY, *Assistant Professor of Biology*, M.Sci., Ph.D. (2000), University of Calcutta, India

ABDIN CHANDE, *Associate Professor of History*, B.A., Carleton University; B.A., Ottawa University; M.A., Ph.D. (1992), McGill University

DAVID CHAYS, *Associate 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, *Professor of Psychology*, B.S., Brooklyn College, City University of New York; M.A., Ed.D. (1974), Teachers College, Columbia University

BETH CHRISTENSEN, *Associate Professor of Environmental Studies*, B.A., M.S., Rutgers University; Ph.D. (1997), University of South Carolina

MICHAEL CHRISTOFFERSON, *Associate Professor of History*, B.A., Carleton College, M.A., Ph.D. (1998), Columbia 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

ANTHONY E. COK, *Professor of Environmental Studies*, B.S., City College of New York, City University of New York; Ph.D. (1970), Dalhousie University

NANCY COLE, *Clinical Assistant Professor*, B.S., Boston College; M.S. (1975), Adelphi University

TARA CONCANNON-GIBNEY, *Assistant Professor of Curriculum and Instruction*, B.A., M.A. (2004), St. Patrick's College

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, *Associate Professor of English*, B.A. (1977), Trinity College

JONNA COOMBS, *Associate 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

REBECCA C. CURTIS, *Professor of Psychology*, B.S., Tulane University; M.A., Ph.D. (1973), Columbia University

MATTHEW CURINGA, *Assistant Professor of Curriculum and Instruction*, B.A., Teachers College, Columbia University; M.A., (1993) Colby College

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, *Associate Professor of Social Work*, B.A., M.S.W., Hunter College, City University of New York; Ph.D. (2005), City University of New York

ROBERT DANIELOWICH, *Assistant Professor of Education*, A.B. Harvard College; M.S. New York University; Ph.D. (2005) Teachers College, Columbia University

MARSHA TYSON DARLING, *Professor of African Black, and Caribbean 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

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

CATHERINE DENISOT-LAWRENCE, *Assistant Professor of Dance*, Certificate d'Aptitude Professionnelle, Lycee Paul Painleve, France (1967)

LAURA DeROSE, *Assistant Professor of Psychology*, B.A. Johns Hopkins University; M.A., Ph.D. (2005), Columbia University

MARGOT DESEVO, *Associate Professor of Nursing*, B.A. Syracuse University; M.A., Ph.D. (1991) New York 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

E. PATRICIA DOLAN, *Senior Adjunct Faculty in Nursing*, B.S., Adelphi University, M.S. (1998), Molloy College

PATRICIA DONOHUE-PORTER, *Associate Professor of Nursing*, B.S., Molloy College; M.S., Ph.D., (1978) Adelphi 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; Ed.D. (1998), Teachers College, Columbia University

ORION DUCKSTEIN, *Assistant Professor of Dance*, B.F.A. (1991), University of Connecticut

ANTON DUDLEY, *Associate Professor of English*, B.A., Vassar College; M.F.A. (2001), New York University

JENNIFER DURHAM, *Assistant Professor of Psychology*, ; B.A. (1986), The American University, Washington, D.C.; Ph.D. (1992), Rutgers University

MORRIS EAGLE, *Senior Adjunct Faculty of Psychology*, B.S., M.A., City College of New York, City University of New York; Ph.D. (1958), New York University

PATRICIA ECKARDT, *Assistant Professor of Nursing*, B.S., State University of New York Empire State; M.B.A., Almeda University, Ph.D. (2010), City University of New York

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, *Associate Professor of Curriculum and Instruction*, B.A., SUNY Stony Brook; M.S. Wright State University; Ed.D. (2001), Hofstra University

BARBRINA ERTLE, *Assistant Professor of Curriculum and Instruction*, B.A., Long Island University; M.A., John Hopkins University; Ed.D. (2006), Teachers College, Columbia 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

GRAHAM EVERETT, *Senior Adjunct Faculty in General Studies*, B.A., Canisius College; M.A., Ph.D. (1994), SUNY Stony Brook

RENEE FABUS, *Associate Professor of Communication Sciences and Disorders*, B.A. New York University, M.Phil, Ph.D. (2006) Columbia University

PATRICIA FACQUET, *Clinical Assistant Professor*, M.A.(2003), Cambridge College

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, *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

DARYLANN FICKEN, *Clinical Assistant Professor of Nursing*, B.S., M.S., DrNP., (2007) Columbia University

KATHERINE FIORI, *Assistant Professor of Psychology*, B.S., Ph.D.(2006), University of Michigan

JENNIFER FLEISCHNER, *Professor of English*, B.A., Williams College; M.A., Ph.D. (1988), Columbia University

LARAIN FLETCHER, *Professor of Anthropology and Sociology*, B.A., Adelphi University; M.A., Ph.D. (1978), SUNY Stony Brook

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., Michigan State University; M.S.W., Ph.D.(1998), University of Pittsburgh

KERMIT FRAZIER, *Professor of English*, A.B., M.A., Syracuse University; M.F.A. (1977), New York University

ERIC FREEDMAN, *Assistant Professor of Curriculum and Instruction*, B.A., Swarthmore College; M.A.(2004), University of Wisconsin-Madison

AAREN SCOTT FREEMAN, *Assistant Professor of Biology*, M.S., Northeastern University; Ph.D.(2007), University of New Hampshire

FRANK FREIDMAN, *Senior Adjunct Faculty, University College*, B.A., University of Wisconsin; M.S., Ph.D. (1954), NYU

ANITA W. FREY, *Clinical Assistant Professor of Curriculum and Instruction*, B.A., Marymount College; M.A. (1954), Hunter College, City University of New York

JAIRO FUERTES, *Associate Professor of Psychology*, M.A., Ph.D. (1996), University of Maryland

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

LOUISE GEDDES, *Assistant Professor of English*, B.A., University of Warwick, Ph.D. (2009) Graduate Center of the City University of New York

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

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 of CUNY; 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 of Curriculum and Instruction*, B.A., Bryn Mawr College; M.S.Ed, Ph.D. (2004), University of Pennsylvania

MARK GRABOWSKI, *Assistant Professor of Communications*, B.A., Case Western Reserve University; J.D.(2007), Georgetown University Law Center

MARGARET GRAY, *Assistant Professor of Political Science*, B.A. Lafayette College; M.A., Ph.D. (2006), City University of New York

Y'VONNE GRAY, *Clinical Assistant Professor of Nursing*, B.S.N., Long Island University, M.S.N., (2002) SUNY Health Science Center at Brooklyn

JUDY GREENBERGER, *Senior Adjunct Faculty in Nursing*, B.S., Adelphi University, M.S. (1972), Hunter College

PERRY GREENE, *Associate Provost, Associate Professor of Education*; B.S., M.A., Ph.D. (2002), New York 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 Associate 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

SAM L. GROGG, *Dean of the College of Arts and Sciences, Professor of Communications*, M.A., Western Illinois University, Ph.D. (1974) Bowling Green University

RAKESH C. GUPTA, *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 NY; 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, *Associate 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

HARVEY J. HEINOWITZ, *Assistant Professor of Accounting, Finance, and Economics*, B.A., Franklin and Marshall College; M.B.A. (1975), Adelphi University

GRAHAM K. HENNING, *Assistant Professor of Management, Marketing, and Decision Sciences*, B.Com., L.L.B., M.B.A. (1993), University of Calgary, Canada

BETH HEYDEMANN, *Clinical Assistant Professor*, B.S., Binghamton University; M.S.(1985), Columbia 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

JONATHAN HILLER, *Lecturer of Languages*, B.A., Cornell University, M.A., Ph.D., (2009) University of California

MARK J. HILSENROTH, *Professor of Psychology*, B.A., University of Akron; Ph.D. (1996), University of Tennessee

LAWRENCE J. HOBBIE, *Associate Provost for Administration*, Professor of Biology, B.A., Yale University; Ph.D. (1989), Massachusetts Institute of Technology

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, *Assistant Dean of Nursing*, Associate Professor, 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

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, *Provost and Senior Vice President for Academic Affairs*; Professor of Biology, B.S., SUNY Stony Brook; M.S., Ph.D. (1977), University of Massachusetts

WILLIAM JACOBOWITZ, *Assistant Professor in the School of Nursing*, M.S., Ed.D. (2003) Columbia University

JACQUELINE JOHNSON, *Assistant Professor of Anthropology and Sociology*, M.F.A. East Carolina University; M.S., Ph.D., (1997) North Carolina State University

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

JACQUELINE NJERI KAGOTHO, *Assistant Professor of Social Work*, B.A., The University of Nairobi; M.S.W.(2003), Washington University

EMILY KANG, *Assistant Professor of Curriculum and Instruction*, B.A., University of Southern California; M.A.(2003), Chapman University College

SHAWN KAPLAN, *Assistant Professor of Philosophy*, B.S., Haverford College; M.A., Ph.D. (2000), New School for Social Research

VALERIE KARR, *Assistant Professor of Curriculum and Instruction*, M. Phil, Ph.D.(2009), Teachers College, Columbia University

PATRICK J. KELLY, *Professor of History*, B.S., Holy Cross College; Ph.D. (1970), Georgetown University

REEM KHAMIS-DAKWAR, *Assistant Professor of Communication Sciences and Disorders*, B.A., M.S., Tel Aviv University; Ph.D.(2007), Teachers College, Columbia University

HANNA KIM, *Assistant Professor of Anthropology and Sociology*, M.A., M. Phil Ph.D.(2001), Columbia University

TAE KUEN KIM, *Assistant Professor of Social Work*, B.S.W., M.S.W.(2004), Yonsei University, Seoul, Korea

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

NICHOLAS KOUMBIADIS, *Assistant Professor of Accounting, Finance and Economics*, B.B.A., M.B.A., Adelphi University, D.B.A. (2011) University of Phoenix

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

STAVROULA KYRIAKAKIS, *Assistant Professor of Social Work*, B.S., University of Pittsburgh; M.S. (1997), Columbia 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 LAKE, *Lecturer 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, *Associate 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

SHANNON LANE, *Assistant Professor of Social Work*, B.A., George Washington University; M.S.W.' University of Michigan; Ph.D. (2009), University of Connecticut

SUSAN HENDLER LEDERER, *Associate Professor of Communication Sciences and Disorders*, B.S., M.A., Ph.D. (1996), NYU

ELIZABETH LEE, *Assistant Professor of Nursing*, B.S., Hunter College, M.S., Suny Stony Brook, Ph.D. (2009), University of Connecticut

YUN JUNG LEE, *Assistant Professor of Management, Marketing and Decision Sciences*, M.A., Seoul National University (2005); B.B.A., Seoul National University (2003)

MARILYN J. LEHMAN, *Senior Adjunct Faculty in Music*, B.S., Hofstra University; M.A. (1977), Manhattan School of Music

ARTHUR LEIBOWITZ, *Lecturer of Accounting, Finance and Economics*, B.S., (1975) Brooklyn College

GREGORY LETTER, *Associate 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, *Associate Professor of Political Science*, B.A., Loyola College; M.A., Ph.D. (2002), University of Notre Dame

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, *Professor of Management and Law*, B.A., Iona College; M.A., Ph.D. (1972), Ohio State University; J.D., 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, *Associate Professor of Anthropology and Sociology*, B.A., University of Michigan; J.D., Georgetown University; M.A., Ph.D. (2001), University of California at Berkeley

SHAN LIU, *Assistant Professor of Nursing*, B.S.N., Hunan Medical University, M.S.N., Central South University Xiangya, Ph.D. (2008) Yale University

- 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
- AMRITA MADRAY, *Assistant Professor in the University Libraries*, M.L.S., Long Island University, M.I.S. (2005), Long Island University
- CINDY MAGUIRE, *Assistant Professor of Art and Art History*, B.A. University of Kansas; M.A., California State University; Ph.D. (2009), New York University
- JENNIFER MALONEY, *Associate Professor of Art and Art History*, B.A., Salve Regina University; M.F.A. (2003), Brooklyn College, City University of New York
- 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, *Associate 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
- MARY JEAN MCCARTHY, *Clinical Assistant Professor of Curriculum and Instruction*, B.S., M.Ed. (1985), University of Virginia
- JENNIFER MCCLENDON, *Assistant Professor School of Social Work*, B.A., Wellesley College; M.S.W. (2000), Washington University
- ANDREA MCCRINK, *Assistant Professor of Nursing*, B.S., George Mason University; M.S., State University of New York at Stony Brook; Ed.D. (2005), Dowling College
- DITSAPELO MCFARLAND, *Associate Professor of Nursing*, B.Ed., University of Botswana; M.S.N., Russell Sage College; Ph.D. (1999), William F. Connell School of Nursing
- ROBERT MENDELSON, *Professor of Psychology*, B.A., Hofstra University; M.S., Ph.D. (1969), University of Massachusetts
- KEVIN MERCIER, *Assistant Professor of Health Studies, Physical Education and Human Performance Science*, M.S. (1999), Ithaca College
- GREGORY MERCURIO, *Senior Adjunct Faculty in Performing Arts*, B.A., M.A., University of Scranton; M.A. (1996), Adelphi University
- BRIAN MEYERS, *Assistant Professor of Music*, B.A., Capital University Conservatory of Music, M.M., (2003) Arizona State 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
- 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, *Associate Professor of Accounting, Finance and Economics*, B.A., Open University of Israel; M.B.A., Southern Illinois University; Ph.D. (2005), University of Georgia

ANNE MUNGAI, *Associate Professor of Curriculum and Instruction*, B.Ed., University of Nairobi; M.A., Ph.D. (1997), Michigan State University

CHRISTOPHER MURAN, *Associate Dean, IAPS, Derner Institute*, Professor of Psychology, B.A., Hamilton College; Ph.D. (1989), Hofstra University

MAYA MURATOV, *Assistant Professor of Art and Art History*, B.A., Moscow State University; M.A., Ph.D., (2005), Institute of Fine Arts, New York University

DANA VELASCO MURILLO, *Assistant Professor of History*, M.A., Ph.D. (2009), University of California

DEBORAH MURPHY, *Clinical Assistant Professor of Nursing*, B.S., Adelphi University; M.S., (1993), Columbia 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; D.Phil. (1971), University of Oxford

MAGDALENA NAWROCKA, *Assistant Professor of Physics*, M.S., Ph.D. (2001), Wroclaw University of Technology

EUGENE T. NEELY, *Professor; University Archivist/Special Collections Librarian, University Libraries*, A.B., Davidson College; M.S. (1964), University of North Carolina

JAMES NELSON, *Assistant Professor of Psychology*, B.A., Oberlin College; Ph.D. (2005); University of Michigan

GEORGIA NEWLIN, *Assistant Professor of Music*, B.S., West Chester University; M.M., Holy Name College; D.M.A. (2004), The Hart School

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, *Associate 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; M.S.W., Tata Institute of Social Sciences; M.Phil., Madras University; Ph.D. (2002), University of Maryland

GANESH PANDIT, *Associate Dean of Business*, 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; 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

VINCENT PASSARO, *Assistant Professor of English*, AB, Columbia College; MFA, (1988) Columbia University

JAYEN PATEL, *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

MARILYN PAUL, *Clinical Assistant Professor of Social Work*, B.A., The George Washington University Columbian College, M.S.W., Ph.D. (2007), Adelphi 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, *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

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

SALVATORE PETRILLI, *Assistant Professor of Math and Computer Sciences*, B.S., Adelphi University; M.A., (2006) Hofstra 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

DOROTHY PHALEN, *Clinical Assistant Professor of Curriculum and Instruction*, B.S., McGill University, M.S., Ph.D. (1997) Long Island University

SARAH POMERANTZ, *Assistant Professor in the University Libraries*, A.B., Smith College; M.A., Smith College/Clarke School for the Deaf; M.L.S. (1994), Simmons College Graduate School

WILLIAM P. PRENEVOST, *Assistant Dean and Executive Director of Performing Arts*, B.S., M.S. (1977), Illinois State College

LAHNEY PRESTON-MATTO, *Associate 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

DAVID PROTTAS, *Associate 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

LAURA QUIROS, *Assistant Professor of Social Work*, B.A., Skidmore College; M.S.W. (2000), City University

JANET RAMAN, *Assistant Professor of Nursing*, B.S., M.S., Adelphi University, Ed.D. (2010), Dowling College

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., Ph.D. (1970), Queens College, 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

FRANCES RHYMES, *Senior Adjunct Faculty in African Black, and Caribbean Studies*, A.S. (1954), Brooklyn College, 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

MAUREEN ROLLER, *Clinical Assistant Professor of Nursing*, B.A. Marymount Manhattan College; B.S. State University of New York Regents External Program; M.S.N. Adelphi University; D.N.P. (2009), Case Western Reserve University

K.C. RONDELLO, *Assistant Professor of Nursing*, B.A., Trinity University; M.A., Yale University; M.D. (2000), St. George's University

ULRICH ROSA, *Lecturer of Nursing*, B.A., St. Francis Xavier University, M.S., Herbert Lehman College, M.B.A. (1979), Long Island University

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, *Associate 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, *Associate 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 Professor of English*, B.A., University of Rhode Island; M.A., Ph.D. (1969), University of Michigan

NICOLE RUDOLPH, *Assistant Professor of Language*, M.Phil., Ph.D. (2005), New York University

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

SOON RYOO, *Assistant Professor of Accounting, Finance and Economics*, B.A., M.A. (2002), Korea 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

BAYLA SAMTER, *Clinical Assistant Professor of Nursing*, B.S., M.S. (2006), 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

IONAS SAPOUNTZIS, *Associate Professor of Psychology*, B.A., University of Athens, M.A., New York University, Ph.D. (1990), New York University

LORELLE SARETSKY, *Senior Adjunct Faculty in Postdoctoral Psychotherapy*, B.A., Brooklyn College; Ph.D. (1973), Adelphi University

CHRISTOPHER SAUCEDO, *Associate Professor of Art and Art History*, B.F.A., School of Visual Arts, NYC, (1988), University of Michigan

JOAN STEIN SCHIMKE, *Associate 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, *Associate Professor of Biology*, B.S., SUNY Stony Brook; M.S., Ph.D. (1999), Albert Einstein College of Medicine of Yeshiva University

JANET R. SCHOEPFLIN, *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, *Associate 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, *Professor of Communication Sciences and Disorders*, B.A., St. John's University; M.S., Ph.D. (1994), Columbia University

HOLLY SHAW, *Associate Professor of Nursing*, B.S., Boston University, M.S.N., Ph.D. (1998), Adelphi University

SHIBIN SHENG, *Associate 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

STEPHEN SHORE, *Assistant Professor of Curriculum and Instruction*, M.A., Boston University; Ed.D. (2008), Boston University

ROBERT M. SIEGFRIED, *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, *Associate Professor of Management, Marketing, and Decision Sciences*, B.A., New York University; M.Phil., Ph.D. (1999), The George Washington University

MARGARET SILVER, *Assistant Professor of Nursing*, B.S., Adelphi University; M.Ed. (1972), 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, *Associate Professor in the University Libraries*, B.S., SUNY Stony Brook; M.B.A., New York University; M.A., 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

SEBASTIAN SORA, *Associate Professor of Management, Marketing, and Decision Sciences*, B.S., Brooklyn College; M.B.A., Iona College; Ph.D. (1989), Pace University

CAROLYN SPRINGER, *Associate Professor of Psychology*, B.A., Barnard College; M.A., Teachers College, Columbia University; M.Phil., Ph.D. (1992), Columbia University

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. Boston University; Ph.D. (2006), Dartmouth College

BRIAN STOCKMAN, *Assistant Professor of Chemistry*, M.B.A., University of New Haven; Ph.D. (1989), University of Wisconsin-Madison

CHRISTOPHER STORM, *Assistant Professor of Mathematics and Computer Science*, B.A., A.M. (2004), Dartmouth College

KARSTEN STRUHL, *Senior Adjunct Faculty in University College*, B.A., M.A., University of Miami; Ph.D. (1968), New York University

ADAM STUMP, *Assistant Professor of Biology*, B.S. University of Michigan, M.S. Michigan State, Ph.D., (2005) University of Notre Dame

LAWRENCE R. SULLIVAN, *Associate Professor of Political Science*, B.S., University of Missouri; Ph.D. (1976), University of Michigan

SEAN SULLIVAN, *Associate Professor of Performing Arts*, B.S., SUNY Buffalo; M.F.A. (1996), University of Washington

YIYUAN SUN, *Assistant Professor of Nursing*, B.S.N., M.S.N., Tianjin Medical University; D.N.Sc. (2006), Yale University

GITA SURIE, *Associate 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, *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.S., M.Phil., Ph.D. (2006), Columbia University
- MELISSA VAN ALSTINE, *Assistant Professor of Chemistry*, B.S., Ph.D., (2007), Rensselaer Polytechnic Institute
- RITA VERMA, *Associate Professor of Curriculum and Instruction*, B.A., University of Wisconsin; M.A., University of Michigan; Ph.D. (2004), University of Wisconsin
- RAKHEL VILLAMIL-ACERA, *Assistant Professor of Languages*, M.A., Universidad de Salamanca; Ph.D. (2008), University of California
- 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
- THOMAS VIRGONA, *Assistant Professor of Nursing*, B.S., SUNY Brockport, M.S., Pace University, Ph.D., (2008), C.W. Post
- PRIYA WADHERA, *Assistant Professor of Languages*, B.A., M.A., Bryn Mawr College; Ph.D. (2005), Columbia University
- JESSICA WAGNER, *Assistant Professor in the University Libraries*, B.A., Binghamton, M.A., M.L.S. (2007) University of Maryland,
- LARAINÉ WALLOWITZ, *Associate 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., Ph.D. (1971), Stanford University
- BENJAMIN SAMUEL WEEKS, *Professor of Biology*, B.A., Skidmore College; Ph.D. (1988), University of Connecticut
- COURTNEY WEIDA, *Assistant Professor of Art and Art History*, B.A., Northeastern University, Ed.M. (2004), Harvard University
- 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
- GORDON WELTY, *Lecturer in University College*, B.A., University of Akron, Economics, Ph.D., University of Pittsburgh
- PETER WEST, *Assistant Professor of English*, B.A., Wesleyan University; Ph.D. (2001), Emory University
- JANE WHITE, *Associate Dean for Research and Graduate Programs, School of Nursing*, Vera E. Bender Professor of Nursing, B.S.N., Purdue University; M.S.N., University of Alabama; Ph.D. (1981), Catholic University of America
- JUSTYNA WIDERA, *Associate 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

BRIAN WYGAL, *Assistant Professor of Anthropology and Sociology*, B.A., Kansas State University, M.A., University of Alaska, Ph.D., (2009) University of Nevada

MONICA YANG, *Associate 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

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

SOKTHAN YENG, *Assistant Professor of Philosophy*, M.A., University of Toledo, Ph.D., (2007), DePaul University

MARY YOKE, *Senior Adjunct Faculty of Health, Physical Education, and Human Performance Science*, B.M., Indiana University, M.M., Florida State University, M.A. (1988) Adelphi 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 Dean for Academic Affairs of Education*, 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, *Associate Professor of Management, Marketing, and Decision Sciences*, B.E., Xidian University; Ph.D. (2004), Case Western Reserve

BRADLEY ZODIKOFF, *Associate 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

RITA EDWARDS, *M.L.S.*
Professor of Library Science

PETER PAUL FARLEY, *Ph.D.*
Professor of English

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

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

THOMAS McANULTY, *M.F.A.*
Professor of Art and Art History

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

PAUL PITCOFF, *M.F.A.*
Professor of Communications

LEONARD PRICE, *M.A.*
Professor of Communications

LOUIS PRIMAVERA, *Ph.D.*
Professor of Psychology

ELAYNE A. RAPPING, *Ph.D.*
Professor of Communications

SALLY RIDGEWAY, *Ph.D.*
Professor of Sociology

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

ARMSTRONG M. STARKEY, *Ph.D.*
Professor of History

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

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

LILLO 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

COMMENCEMENT, MAY 2008

LON GORMAN

Doctor of Laws

ADELE C. SMITHERS

Doctor of Humane Letters

PAUL TAYLOR

Doctor of Arts

COMMENCEMENT, MAY 2009

SUZY DALTON SONENBERG

Doctor of Humane Letters

AUDREY RONNING TOPPING

Doctor of Arts

SEYMOUR TOPPING

Doctor of Humane Letters

COMMENCEMENT, MAY 2010

CAROL A. AMMON

Doctor of Laws

BETTY L. FOREST

Doctor of Humane Letters

LYNN NOTTAGE

Doctor of Humane Letters

COMMENCEMENT, MAY 2011

RUTH C. BALKIN

Doctor of Laws

EDWIDGE DANTICAT

Doctor of Humane Letters

SUZANNE FARRELL

Doctor of Fine Arts

Board of Trustees

OFFICERS

ROBERT B. WILLUMSTAD '05 (Hon.), *Chairman*

HELENE SULLIVAN '79, *Vice-Chair*

FRANK ANGELLO '77, *Secretary*

ROBERT A. SCOTT, *President*

STEVEN N. FISCHER, *Chairman Emeritus*

STEVEN L. ISENBERG '00 (Hon.), *Chairman Emeritus*

MEMBERS

MICHAEL J. CAMPBELL '65

ROBERT G. DARLING '81

JOAN S. GIRGUS

JEFFREY R. GREENE

JOHN J. GUTLEBER, BBA '68, MBA '70

NOREEN HARRINGTON, '81

OSBERT HOOD, '86

N. GERRY HOUSE

ANGELA M. JAGGAR, BS '62, MA'65

LAURENCE KESSLER, '65

LINDSEY B. KUPFERMAN, MA'02, PH.D. '06

RONALD B. LEE, '67

GERALD F. MAHONEY, '65

THOMAS F. MOTAMED, '71

GRACE PILCER, MA'79, PH.D. '84

LEON POLLACK, '63

GARY ROSENBERG, MSW '63

CHRISTOPHER D. SARIDAKIS, '90

LOIS SCHLISSEL

MARJORIE WEINBERG-BERMAN, MS '61

BARRY T. ZEMAN

Officers of Administration

ROBERT ALLYN SCOTT, *President*

GAYLE D. INSLER, *Provost and Senior Vice President for Academic Affairs*

TIMOTHY P. BURTON, *Senior 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*

JANE ASHDOWN, *Dean, Ruth S. Ammon School of Education*

RICHARD K. GARNER, *Dean, Honors College*

SAM L. GROGG, *Dean, College of Arts and Sciences*

RAKESH GUPTA, *Dean, School of Business*

JACQUES BARBER, *Dean, Gordon F. Derner Institute of Advanced Psychological Studies*

ANDREW W. SAFYER, *Dean, School of Social Work*

CHARLES W. SIMPSON, *Dean, University Libraries*

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 (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 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 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 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.

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).

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 LIE.

Via Long Island Expressway (Route 495):

Traveling East:

Take the Long Island Expressway 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 at 55 Kennedy Drive.

Traveling West:

Take the Long Island Expressway 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 Parkway to Exit 37A and merge onto the Long Island Expressway (Route 495) East. Take the Long Island Expressway 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 Parkway to Exit 41A (Sagtikos Parkway North). Take the Sagtikos Parkway to Exit S1 East (Route 495 - Long Island Expressway). Take the Long Island Expressway 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."

ADELPHI UNIVERSITY

WASHINGTON, D.C. 20052-5000 • 516.434.2000

AHE	Alumni House
ALU	Alumnus Hall
BLU	Blockett Hall
CHA	Chapman Hall
CRR	Center for Recreation and Sports
EDH	Eddy Hall
EMH	Earle Hall A
EMH	Earle Hall B
ELC	Alice Green Early Learning Center
GRB	Grounds Maintenance Building
HAE	Hagedorn Hall of Enterprises
HSH	Harvey Hall
HWC	Hy-Weisberg Center
HFA	Adine and Herbert J. Klapper Center for Fine Arts
LHH	Levin Hall
LPH	Levensone Hall
PAO	Performing Arts Center
PSB	Public Safety Booth
PSH	Post Hall
RHA	Residence Hall A (New Hall)
RHB	Residence Hall B (Pal S011)
SCB	Science Building
SWB	Social Work Building
SWL	Swivel Library
UHC	Faith B. Halsey University Center
WHM	Woodruff Hall
WHU	Waldo Hall
PG	Parking Garage
ALX I	Alumnus Hall Annex I
ALX II	Alumnus Hall Annex II
PHI	Post Hall Annex



CAMPUS DIRECTORY

