



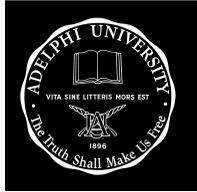
2004-2006 Graduate Bulletin



**ADELPHI
UNIVERSITY**

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HAUPPAUGE • GARDEN CITY • MANHATTAN



G RADUATE
BULLETIN
2004-2006

ADELPHI UNIVERSITY GRADUATE BULLETIN, VOLUME 13, SEPTEMBER 2004

ACCREDITATION

Adelphi University, an independent, comprehensive institution, is chartered by the University of the State of New York, and is accredited by the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104-2680, (215) 662-5606; the New York State Education Department, 9 Washington Avenue, Albany, NY 12234, (518) 474-3852; the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, D.C. 20036-1120, (202) 887-6791 (the baccalaureate and master's degree programs in nursing); the American Psychological Association, 750 First Street, NE, Washington, D.C. 20002-4242, (800) 374-2721; the American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852; and the Council on Social Work Education, 1725 Duke Street, Suite 500, Alexandria, VA 22314-3457, (703) 683-8080. Adelphi University is a member of the College Board and the Association of American Colleges/Universities.

HEGIS CODE DESIGNATION

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

The information in this *Graduate Bulletin* was prepared as of July 30, 2004. Provisions of this publication are not to be regarded as an irrevocable contract between the student and Adelphi University. The University reserves the right to make changes in its course offerings, degree requirements, regulations and procedures, and fees and expenses, as educational and financial considerations require.

CAMPUS SAFETY

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

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

EQUAL OPPORTUNITY

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

About This Book

This *Bulletin* presents essential information about 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 graduate academic programs and courses of instruction in the College of Arts and Sciences, Gordon F. Derner Institute of Advanced Psychological Studies (IAPS), School of Business, School of Education, School of Nursing, and the School of Social Work. We then include information about application procedures, tuition and fees, and University rules and regulations. Last, we list faculty, recent honorary degree recipients, the Board of Trustees, and Officers of the University.

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

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

Useful Phone Numbers

Area code: 516

ADELPHI UNIVERSITY

Admissions.....	877-3050
.....	1-800-ADELPHI (Out-of-area)
Center for Career Development.....	877-3130
Information Technology and Resources/Customer Service	877-3340
Swirbul Library	877-3570
University Operator.....	877-3000
(For additional numbers)	

STUDENT SERVICES

Academic Services and Retention.....	877-3150
Student Financial Services	877-3080
Student Affairs	877-3660

SCHOOLS AND COLLEGES OF THE UNIVERSITY (GRADUATE)

College of Arts and Sciences.....	877-4120
Gordon F. Derner Institute of Advanced Psychological Studies	877-4800
School of Business.....	877-4670
School of Education	877-4100
School of Nursing.....	877-4540
School of Social Work.....	877-4360

OFF-CAMPUS CENTERS

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

WORLD WIDE WEB..... www.adelphi.edu

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

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

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Academic Calendar 2004–2005

Fall 2004

Saturday, August 28
Classes Begin

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

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

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

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

Friday, September 24
Yom Kippur – No classes to begin after 3 p.m.

Saturday, September 25
Yom Kippur – No classes

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

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

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

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

Monday, October 18
Planning for Spring 2005 Registration Opens

Friday, October 29
Last Day to Withdraw from a Course

Monday, November 1
Undergraduate Spring 2005 Registration
Begins

Monday, November 15
Graduate Spring 2005 Registration Begins

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

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

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

Friday, December 17 – Thursday, December 23
Finals Week

Thursday, December 23
Last Day of Classes

Please Note:

Fall 2004 and Spring 2005

Saturday, August 28

15 week Saturday courses meet an
additional 15 minutes per meeting.
Cycle courses will need to recalibrate
meeting times depending on which
cycle is affected.

Sunday, January 23

15 week Saturday courses meet an
additional 15 minutes per meeting.
Cycle courses will need to recalibrate
meeting times depending on which
cycle is affected.

Spring 2005

- Wednesday, January 19
Classes Begin
- Friday, January 28
Late Registration Ends
Last Day to Add a Course
Final Date for Submission of Graduation Applications for May 2005
- Friday, February 11
Last Day to Drop a Course
Last Day to Change Grading Option
- Monday, March 14
Planning for Summer and Fall 2005 Registration Opens
- Friday, March 18
Last Day to Withdraw from a Course
- Monday, March 21 – Sunday, March 27
Spring Break
- Monday, April 4
Summer 2005 Registration Begins
- Monday, April 11
Undergraduate Fall 2005 Registration Begins
- Monday, April 18
Graduate Fall 2005 Registration Begins
- Saturday, April 23
Passover – No Classes to Begin After 3 p.m.
- Sunday, April 24
Passover – No Classes
- Wednesday, May 4
Monday Make-up for 4/25 – No Wednesday Classes
- Thursday, May 5 – Friday, May 6
Emergency Study Days
- Sunday, May 8 – Saturday, May 14
Final Exam Week
- Saturday, May 14
Doctoral Hooding Ceremony
- Sunday, May 15
Commencement

Summer 2005

First Session

- Tuesday, May 31
Summer I Classes Begin
- Friday, June 3
Late Registration Ends
Last Day to Add a Course
- Friday, June 10
Last Day to Drop a Course
Last Day to Change Grading Option
Final Date for Submission of Graduation Application for August 2005
- Friday, June 17
Last Day to Withdraw from a Course
- Sunday, July 3
Summer I Classes End

Summer 2005

Second Session

- Tuesday, July 5
Summer II Classes Begin
- Friday, July 8
Late Registration Ends
Last Day to Add a Course
- Friday, July 15
Last Day to Drop a Course
Last Day to Change Grading Option
- Friday, July 22
Last Day to Withdraw from a Course
- Sunday, August 7
Summer II Classes End

Academic Calendar 2005–2006*

Fall 2005

Saturday, August 27
Classes Begin

Saturday, September 3 – Monday, September 5
Labor Day Weekend – No Classes

Friday, September 9
Late Registration Ends
Last Day to Add a Course

Friday, September 23
Last Day to Drop a Course
Last Day to Change Grading Option
Final Day to Submit Graduation Application
for January 2006

Monday, October 3
Rosh Hashanah – No Classes to Begin
After 3 p.m.

Tuesday, October 4
Rosh Hashanah – No Classes

Wednesday, October 12
Yom Kippur – No Classes to Begin After
3 p.m.

Thursday, October 13
Yom Kippur – No Classes

Friday, October 14
Final Day to Submit Graduation Application
for May 2006 (to have name appear in book)

Monday, October 17 – Friday, October 18
Midpoint of Semester

Friday, October 28
Last Day to Withdraw from a Course

Wednesday, November 23
No Classes

Thursday, November 24 – Sunday, November 27
Thanksgiving Break – No Classes

Tuesday, December 13
Emergency/Study Day

Friday, December 16
Emergency/Study Day

Saturday, December 17 – Friday, December 23
Finals Week

Friday, December 23
Last Day of Classes

Spring 2006

Wednesday, January 25
Classes Begin

Friday, February 23
Late Registration Ends
Last Day to Add a Course
Last Day to Submit Graduation Application
For May 2006

Friday, February 17
Last Day to Drop a Course
Last Day to Change Grading Option

Friday, March 17
Last Day to Withdraw from a Course

Monday, April 10 – Friday April 16
Spring Break – No Classes

Monday, April 17
Classes Resume

Wednesday, May 10 – Thursday, May 11
Emergency/Study Days

Friday, May 12 – Thursday, May 18
Finals Week

Thursday, May 18
Last Day of Classes

Saturday, May 20
Doctoral Hooding Ceremony

Sunday, May 21
Commencement

* Dates are subject to change

Summer 2006

First Session

Monday, May 29
Memorial Day

Tuesday, May 30
Summer I Classes Begin

Friday, June 2
Late Registration Ends
Last Day to Add a Course

Friday, June 9
Last Day to Drop a Course
Last Day to Change Grading Option
Final Date for Submission of Graduation
Application for August 2005

Friday, June 16
Last Day to Withdraw from a Course

Sunday, July 2
Summer I Classes End

Summer 2006

Second Session

Monday, July 10
Summer II Classes Begin

Friday, July 14
Late Registration Ends
Last Day to Add a Course

Friday, July 21
Last Day to Drop a Course
Last Day to Change Grading Option

Friday, July 28
Last Day to Withdraw from a Course

Sunday, August 13
Summer II Classes End

AN ADELPHI
EDUCATION

Adelphi University: Liberal Arts and Professional Education

Adelphi University provides graduate students with excellent practical preparation for professional and scholarly careers in business, the arts and sciences, education, nursing and health management, clinical psychology, and social work. Every profession, every human endeavor is enhanced by the participation and leadership of people who know how to think critically and act thoughtfully. Adelphi graduate students prepare not only for advanced careers but also for full lives as citizens and working professionals.

With an ethnically diverse student body, recruited from 40 states and more than 60 foreign nations, Adelphi provides a cosmopolitan atmosphere conducive to intellectual questioning, surprise, and growth. That growth is also stimulated by the accessibility of nearby New York City, with its cultural richness and social complexity.

The pages that follow present in greater detail the many facets of graduate 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, 1895. Henceforth, degrees issued bore the seals of Adelphi College and of the University of the State of New York and were signed by the officers of the College and by the Chancellor and the Secretary of the University. For the next 25 years, the Academy remained intact yet separate from the College.

Over the course of the next 100 years Adelphi grew and changed significantly. In 1929, Adelphi University became the first institution of higher education on Long Island. Since that time, more than 85,000 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 Schools of Business, Education, Nursing, and 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, we have hired more than 100 new professors since 2001. 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, and enhanced digital music facilities to support our music and performing arts programs.

Scholars throughout the University are making significant contributions to their disciplines. In the last five years, three faculty members have received Fulbright scholarships and our funded research has steadily increased in both grant submissions and awards. The Derner Institute (Derner IAPS) as well as our Schools of Social Work and Nursing are accredited for the maxi-

mum allowable time. 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, 8,000 students are thriving in our classrooms, in our programs, and on our sports fields at the main Garden City campus and at facilities 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.

Graduate Colleges and Schools of the University

College of Arts and Sciences

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

Gordon F. Derner Institute of Advanced Psychological Studies

The Gordon F. Derner Institute of Advanced Psychological Studies is the first university-based professional school in psychology. The Institute offers a B.A. in psychology; master's programs in general psychology, school psychology, and mental health counseling; a Ph.D. degree in clinical psychology, as well as a specialization program for those psychologists who wish to retrain in clinical psychology. The Institute also offers a Postdoctoral Certificate in Psychoanalysis and Psychotherapy, and.

The Institute operates the Psychological Services Center, which offers psychological assessment, counseling, and psychotherapy to all members of the University community.

School of Business

The School of Business combines a cutting-edge curriculum with personal attention from expert faculty to create leaders who have the knowledge, integrity, and originality to drive enterprise in the 21st century. Small classes, state-of-the-art instruction, a richly diverse student body, and hands-on experience enable students to excel in all aspects of management.

Adelphi offers an array of undergraduate programs in accounting, economics, finance, and management, as well as full-time, part-time, and accelerated M.B.A. and M.S. graduate programs.

School of Education

The School of Education is composed of Curriculum and Instruction; Special Education; Literacy; Health Studies, Physical Education and Human Performance Science; and Communication Sciences and Disorders. Depending on the program, we prepare our students to teach in various K-12 schools or clinical settings. Our students' professional preparation enhances their awareness of the foundations of schools, developmental stages of children, adolescents, youth, and adults; and provides the skills, strategies, and techniques necessary to implement effective teaching/learning interactions in our complex multicultural society.

School of Nursing

The School of Nursing offers specialization at the master's level in adult health nursing (nurse practitioner), nursing administration, and a joint degree program with the School of Business wherein students earn a master's degree in nursing and in business administration (M.S./M.B.A.). The School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791.

School of Social Work

The School of Social Work prepares professional social workers who are committed to social justice and who work for the resolution of social problems at the individual, group, and community levels. Preparation for the profession is done within the context of a broad liberal arts education that emphasizes the importance of intellectual skills and an ethical vision. The curriculum enables graduates to live as informed citizens and to be educated, humane, and skillful professionals.

The School offers B.S.W., M.S.W., and D.S.W. degrees; Post-Master's Certificate Programs are offered in Bilingual School Social Work and Addiction Specialist Treatment. The B.S.W. and M.S.W. programs are fully accredited by the Council on Social Work Education.

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, Long Island; and Poughkeepsie, where the Hudson Valley Center offers a graduate program in social work; as well as through a variety of off-site programs in diverse locales throughout the metropolitan region.

The Manhattan Center

Adelphi University's Manhattan Center 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. The Center, a contemporary facility, encompasses more than 31,000 square feet of classrooms, conference rooms, student lounge areas, a research branch library, and an art gallery.

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

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

The Hauppauge Education and Conference Center

Adelphi University's Hauppauge Education and Conference Center is located at 55 Kennedy Drive in Hauppauge, New York, a rapidly growing business and industrial community in Suffolk County, Long Island. It is very convenient to the Long Island Expressway, Northern State Parkway, and Motor Parkway. The Hauppauge Education and Conference Center offers undergraduate business courses in management and communication, social sciences and criminal justice through ABLE, the adult bachelor's program. Graduate programs are offered in business administration, human resource management, social work, school psychology, and psychology. On-site resources include advisers, library services, conference rooms, computer lab, and multimedia facilities.

The Hudson Valley Center

Adelphi's Hudson Valley Center, which has been granted the designation of education center by the New York State Education Department, is centrally located in Poughkeepsie, New York, and covers Dutchess, Ulster, Orange, Putnam, Sullivan, and Columbia counties.

The Hudson Valley Center has embraced a tradition of quality social work education, with an emphasis on small classes and highly personalized attention, for more than 30 years. The Center's strong academic foundation is enhanced by its close relationship with diverse social service organizations. The staff and administration provide individualized internship planning that best suits a student's career goals and geographic preferences. Graduates of its M.S.W. program go on to work in the region's most renowned social service agencies and provide an ever-expanding network of contacts for students.

The Hudson Valley program offers individuals living in the region an opportunity to pursue their graduate education in social work in a convenient location, as either full time or part time students. Courses are offered in the evening and on Saturday. Criteria for admission, course content, and program requirements are identical to those at the Garden City campus. Students are required to attend on course, SWK 758 Social Work Research II, on the Garden City campus.

The Admissions Office in Garden City handles admission to the M.S.W. program at the Center, in concert with the School of Social Work.

Student Affairs at Adelphi

Adelphi University is committed to students' well-being, growth, and success. To this end, a wide range of services, programs, and activities are available to aid in students' development.

A broad range of co-curricular activities is offered in comfortable facilities to complement

academic life. Race. Religion. Nature vs. Nurture. These were a few of the hotly debated topics addressed by recent speakers on campus. Best-selling author Randall Kennedy gave an impassioned lecture on his controversial best-seller, *Nigger: The Strange Career of a Troublesome Word*. Salman Rushdie, best known for his incendiary novel, *The Satanic Verses*, openly discussed his views on religion, politics, and culture as well as his experience facing a death sentence from the Ayatollah Ruhollah Khomeini, and Steven Pinker treated fans and skeptics to an in-depth discussion of his provocative book, *The Blank Slate: The Modern Denial of Human Nature*.

The Cultural Life Committee and the Student Activities Board bring many world-renowned and fascinating speakers to our campus; recent speakers include such world leaders as former Soviet President Mikhail Gorbachev and former Israeli Prime Minister Shimon Peres; authors Alice Hoffman, Jonathan Kozol, Mark Mathabane, Jane Smiley, and Frank McCourt; journalists and political commentators David Gergen, Robert MacNeil, Anna Quindlen, and Frank Rich; actors Celeste Holm, Rita Moreno, and Ben Vereen; filmmaker Spike Lee; poets Elizabeth Spire and Robert Hass; historian Arthur Schlesinger, Jr.; New York Yankee Manager Joe Torre; and former presidential adviser George Stephanopoulos.

Through the Center for Student Leadership and Activities, Adelphi sponsors a number of trips to New York City theaters, museums, and street festivals, and coordinates a variety of on-campus social events. Adelphi's Department of Performing Arts also adds to campus life with dance, theater, and music productions in the Olmsted Theatre. Intercollegiate athletics, campus recreation, and intramural activities serve to enhance and enrich student life.

All of these activities—social, artistic, scholarly, athletic—are part of the spirit of learning that unifies course work at Adelphi and sustains a vibrant atmosphere on our campus. If you

have suggestions for augmenting student life at Adelphi, or have other issues or concerns, please see the Dean of Student Affairs in the University Center, Room 106, (516) 877-3660, students.adelphi.edu/sa/dean.

The Ruth S. Harley University Center

The University Center, or “UC,” is known as “the center of it all.” Most major events taking place on campus happen here. The newest addition to the UC is the Commuter Student Lounge, a comfortable place for resting, studying, and meeting with friends. Also housed within the UC are the University bookstore, campus cafeteria, art gallery, an ATM, several student organization offices, meeting space, interfaith chapel, a lost and found, and a stamp machine.

Across campus, Post Hall contains a dining facility featuring a Sbarro’s, a convenience store, and the Panther Grill.

The University Libraries

The University Libraries are composed of Swirbul Library, the Archives and Special Collections, and the libraries at the Manhattan, Hauppauge, and Hudson Valley Centers. The Libraries offer facilities, resources, and services in support of the instructional, research, cultural, and student life programs of the University. They are dedicated to providing information and instruction as a central and integral part of the total educational experience of every student.

The Libraries are committed to providing state-of-the-art information systems and services. These include both Internet-based electronic information resources, full-text retrieval systems, and document delivery services. The Adelphi Library Catalog Online (ALICAT) provides electronic access to the libraries’ holdings. 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 Reference Services, Circulation/Reserve Services, Periodicals, Microforms, Interlibrary Loan and Document Delivery Services, a multimedia classroom, a Curriculum Materials Center, classrooms and computer laboratories, and the Information Commons.

Special Collections and University Archives are located in the New Residence 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.–6:00 p.m. +

Saturday: 8:00 a.m.–6:00 p.m. ^

Sunday: 12:00 Noon–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.*

Information Technology and Resources

Adelphi's Office of Information Technology and Resources provides technology related services to both the academic and administrative sectors of the University. The Office of Information Technology and Resources is located on the lower level of the Business Building at the Garden City campus. Students and faculty are provided a wide variety of technologies and services. Users have access to general and special-purpose computer labs, several midrange Unix enterprise-wide servers, office automation and technical software, as well as consulting, help desk, and faculty support services. The Office of Information Technology and Resources provides six general-access computer labs at the following locations: the Business Building, 110; the Science Building, 227 and 236; and the Gallagher, Hay, and Information Commons areas located in Swirbul Library.

These general-access computer labs are equipped with Pentium PCs, PowerPC Macintoshes, Unix workstations, printers, and scanners. The Hay, Gallagher, Business 110, and Science 227 computer labs are also equipped for instruction. Student assistants and/or personnel supervise labs. Normal operating hours of these labs are: Monday through Thursday from 8:00 a.m. to 12:00 midnight; Friday 8:00 a.m. to 8:00 p.m.; Saturday 10:00 a.m. to 8:00 p.m.; and Sunday from 12:00 noon to 12:00 midnight. In total, there are 519 Pentium PC, PowerPC Macintosh, and Unix workstations located in general and special-purpose labs throughout the campus including physics, biology, education, nursing, mathematics, chemistry, and psychology labs; and a state-of-the-art graphics design lab. In addition, 10 laptops are available to students and faculty for use only within the Swirbul Library. Laptops can be reserved from the Customer Support and Training Desk on the second floor of the library. Data jacks have been provided along the perimeter of the entire Information Commons area.

Internet connectivity is available to any student who resides in residence halls located on the Garden City campus. The Office of Information Technology and Resources provides staff to assist residential students configuring their PCs. Furthermore, 18 smart classrooms are available throughout the campus. The rooms are fitted with a projector, PC, VHS/recording equipment, cable TV, document camera, Internet connectivity, and external data/power ports. Various software titles are available within the labs for PCs including: *Windows 2000 Operating System*, *Corel WordPerfect Suite 8*, *Microsoft Office XP (Word, Excel, PowerPoint, Access)*, *Visual Basic*, *Dr. Scheme*, *Visual C++*, *Microsoft Developer Studio*, *Adobe Acrobat 4.5b*, *Minitab Release 13*, *Interactive Algebra Tutor*, *Code Warrior Programming System*, *Netscape 4.7*, *QVT net 4.05*, *Norton AntiVirus 7.5*, *Internet Explorer 5.5*, *Real Player 8*, *Quicktime*, *Media Player 6.4*, *SPSS 10*, *Omnipage 10*, *Adobe Photoshop 6*, *Illustrator 9*, *Quark*. Mac software includes: *Macintosh 9.2 Operating System*, *Microsoft Office 2001*, *Netscape 4.7*, *Windows Media Player*, *Norton Antivirus*, *Quicktime*, *Photoshop*, *Illustrator*, *Quark*, *Telnet 2.6*.

In addition to the software titles above, all campus desktop workstations can utilize the software and services provided on several midrange Unix enterprise-wide servers via the campus' data network. *One Compaq DS20 Alphaserer running Compaq Tru64 Unix v4.0F provides simultaneous login for over 3,000 user accounts. Software on this system includes the FORTRAN, GNU C Perl compilers; SPSS and LISREL statistical packages; Oracle 8 database; and TeX and LaTeX typesetting packages. A full range of Internet services, such as ftp, telnet, Secure Shell, Gopher, Web, IRC, and POP3/IMAP email are supported. Also, multiple systems running Tru64 Unix, Linus, NT, and Netware support the University's Web site and user's WWW pages. A Linux server is also online supporting RealMedia files. The University also provides online course materials through a Dell 6500 server running Blackboard 5.5. The Blackboard server is*

accessible to all students via the Web at <http://my.adelphi.edu>.

The Office of Information Technology and Resources offers various support services and training seminars to the Adelphi community. The Help Desk provides initial technical support and assistance to all users. Support requests are logged into an automated database system and routed to the appropriate person. To reach the Help Desk, dial extension 3340.

Center for Career Development

The Center for Career Development educates students in the skills they will use for a lifetime as they select, enter, change, or advance in a career.

Adelphi graduate students may come to the Center to research a library of timely information about careers and the job market; to review listings of current full-time, part-time, and seasonal employment opportunities and internships sorted into career fields; and to attend workshops in which students learn to develop a job search strategy, produce effective résumés and letters, and prepare and practice for interviews. Individual confidential career counseling is available by appointment and during walk-in hours.

The Center for Career Development coordinates the visits of employers to the Adelphi campus for job fairs and for individual employment interviews with graduating students. The Center provides a credential file service for students and alumni seeking positions in fields that require it.

The Center for Career Development, located in Post Hall, is open year round from 8:30 a.m. to 4:30 p.m., Monday through Friday, with extended hours on some Wednesdays. The Center accommodates all on-campus and off-campus students, including those with special needs. For the complete schedule of career events visit the Center's Web site at <http://students.adelphi.edu/career>.

Students registered with the Center can receive timely email notices of career events and job or internship opportunities related to their fields of interest.

Academic Advising

Graduate students are assigned a member of the faculty whose area of expertise is consonant with the student's area of specialization to counsel on matters of academic performance, progress, and professional aspirations, and in course selection for the coming semester and year. Faculty advisers post office hours of availability. It is the student's responsibility to contact the faculty adviser to arrange advising appointments at scheduled office hours or at other times.

Residential Life and Housing

Limited on-campus housing is available to graduate students. The Office of Residential Life and Housing is located in Earle Hall 100, (516) 877-3650, or visit us on the Web at students.adelphi.edu/sa/rlh/options.shtml.

Commuter Student Affairs

The Office of Commuter Student Affairs provides services and programs for students who commute to the University. The Office helps each commuter explore and take full advantage of the many University-sponsored cocurricular and extracurricular program offerings. Key services include off-campus housing information, maps, lockers, public transportation schedules (bus, train, and taxi service), and AUTV information for campus events. The Commuter Student Lounge provides computers and a place to study, relax, and meet with friends. The Office is located in University Center, room 109, (516) 877-6667, or on the Web at students.adelphi.edu/sa/csa.

International Student Services

Adelphi University has a strong commitment to international education and welcomes students from all over the world. The Office of International Student Services, which is located in the University Center, helps international students meet requirements for entry into the United States and maintain legal status while they pursue full-time study at the University. The Office provides advice regarding the requirements of

the Immigration and Naturalization Service, Internal Revenue Service, Department of State, Social Security Administration, and a wide variety of issues such as culture customs and educational systems.

In addition, the Office of International Student Services and the International Student Society can help all international students meet such academic, social, and personal challenges as: registering for classes, making new friends, finding a suitable place to live, learning the procedures and policies of the University, and developing an understanding of American culture through workshops, special events, and individual counseling.

The Office is located in room 109 of the University Center, (516) 877-4990 or (516) 877-3661, students.adelphi.edu/sa/iss.

Office of Disability Support Services

The Office of Disability Support Services helps students with disabilities access the variety of resources available at Adelphi University. Our mission is to provide an accessible and supportive learning environment for students with disabilities. The Office provides cost-free assistance to Adelphi students with documented disabilities that include, but are not limited to, physical, learning, psychological, and sensory. Examples of the assistance available to students with disabilities include accommodative testing arrangements, academic assistance (note-takers, interpreters, etc.), and other accommodations as needed. The Office of Disability Support Services (students.adelphi.edu/sa/dss) is located in University Center, room 310, and is open Monday through Thursday from 8:30 a.m. to 7:00 p.m. and Friday from 8:30 a.m. to 4:00 p.m. The coordinator may be reached at (516) 877-3145 or at dss@adelphi.edu. For more information, please see “Academic Assistance for Students with Disabilities” in the “Rules and Regulations” section of this *Bulletin*.

ELS Language Center

Before enrolling in regular credit-granting graduate courses, international students may study English in the ELS Language Center’s program. Monthly starting dates for English-language training have been arranged for the convenience of international students. The ELS Language Center office is located in Linen Hall. For admissions information, contact ELS at (516) 877-3910.

The Interfaith Center

Religious life and practice are a matter of choice at Adelphi. As a private, nonsectarian university, Adelphi does not promulgate any particular religious belief. The Interfaith Center provides a campus ministry to suit individual needs through spiritual guidance, counseling, educational programs, social events, and opportunities for worship. Participation is voluntary and all are welcome. Students are served by representatives of the Catholic, Islamic, Jewish, and Protestant faiths.

The Interfaith Center fosters an ecumenical and interfaith presence on campus and introduces interested members of the University community to houses of worship in the area. The Interfaith Center, including the Interfaith Chapel, is located on the third floor of the University Center, room 302, 516-877-3113, students.adelphi.edu/sa/ifc.

Counseling Services

Students often face stress and pressure. The Student Counseling Center (University Center room 310, (516) 877-3646, students.adelphi.edu/sa/scc) is here to help students with problems or concerns that may interfere with their academic and personal goals. We offer a variety of services including confidential individual and group counseling, evaluation, crisis intervention, rape crisis counseling, anger-management counseling and education, outreach and consultation services, psychoeducational workshops, and refer-

rals to on-campus and off-campus resources. Our 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 undergraduate or graduate student currently enrolled at Adelphi, part time or full time, is eligible for these free, private, and confidential year-round services.

Drugs and alcohol are a problem on college campuses nationwide. Often students use substances to socialize, relax, or avoid other things in their lives. At times, the use of drugs and alcohol becomes problematic for students, resulting in personal problems or academic difficulties. The Student Counseling Center offers education and confidential counseling on substance abuse issues. A drug and alcohol counselor is available by appointment at (516) 877-3646.

When struggling with personal issues and conflicts, students may be concerned about confidentiality and have trouble reaching out to professional staff. For this reason, Adelphi University created the Peer Counseling Center and anonymous hotline (877-3663, students.adelphi.edu/sa/scc/pcc.shtml). Peer counselors are a group of carefully selected and intensively trained undergraduate Adelphi University students. The Peer Counseling Center and hotline is open Monday through Friday 7:00 a.m. to 11:00 p.m. when classes are in session.

Another significant on-campus resource is the Center for Psychological Services, which offers psychotherapy and psychological testing to students, staff, and the surrounding community. It is housed in the Hy Weinberg Building and is part of the Derner Institute for Advanced Psychological Studies. Professional and confidential services are provided at no fee to members of the Adelphi community, (516) 877-4820.

Health Services Center

The Health Services Center provides high-quality health care and health education to the University community. Registered nurses are available 24-hours a day, seven days a week, during the semester; during semester breaks and throughout the summer, registered nurses are available during daytime hours Monday through Friday. Appointments with the University physicians are made through the Health Services Center. The Health Services Center is located in Waldo Hall, (516) 877-6000, students.adelphi.edu/sa/hs.

Multicultural Affairs

The Office of Multicultural Affairs, in cooperation with other offices and programs, strives to create an environment that encourages students from diverse racial and ethnic backgrounds to participate actively in campus life by assisting the University in developing special recruitment, retention, and educational strategies. This office also sponsors workshops that allow students to discuss their differences in a safe and comfortable setting.

The Office of Multicultural Affairs provides leadership training and administrative support to all multicultural organizations. The office also provides specialized mentoring services and supplementary advice to students of color during their studies at the University. Its open-door policy provides confidential and ready access for students who are experiencing difficulties for whatever reason or need assistance adjusting to college.

The Multicultural Advisory Committee is composed of administrators, faculty, and staff members who develop innovative ways to allow all students to learn and respect diversity. The Committee also assists in solving problems that are initiated by an individual or group.

The Office is located in the University Center, Room 109, (516) 877-3661, students.adelphi.edu/sa/ccce.

Childcare Services

Adelphi's Child Activity Center provides day-time childcare services, Monday through Friday, at Garden City to children ages 3 years through kindergarten, while students attend classes. The teachers are state-certified, and are highly knowledgeable and responsive to early childhood development. (*Fee required*)

In addition, the Center is a site for field experiences that are part of academic programs in all professional schools.

Graduate Curriculum and Table of Graduate Degrees

The curricula, or courses of study, of the graduate programs are set forth in later sections devoted to the individual schools: the College of Arts and Sciences, School of Education, School of Business, School of Nursing, School of Social Work, and the Gordon F. Derner Institute of Advanced Psychological Studies.

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

Doctor of Philosophy (Ph.D.)

Clinical Psychology (HEGIS 2003.00)*

Doctor of Arts (D.A.)

Communication Disorders (HEGIS 1220.00)

Doctor of Audiology (HEGIS 1220.00)

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

(HEGIS 2104.00)

Master of Arts (M.A.)

Adolescence Education (HEGIS 0803.00)

Art (HEGIS 1002.00)

Art Education (HEGIS 0831.00)

Childhood Education (HEGIS 0802.00)

Community Health Education (HEGIS 0837.00)

Early Childhood Education (In-Service, Pre-Certification) (HEGIS 0823.00)

Educational Leadership and Technology (HEGIS 0827.00)

Elementary PreK–6 (HEGIS 0802.00)

General Psychology (HEGIS 2001.00)

Health Education (GATE) (HEGIS 0837.00)

*HEGIS: Higher Education General Information Survey.

Health Education (HEGIS 0837.00)
 Mental Health Counseling (HEGIS 2104.10)
 Physical Education (GATE) (HEGIS 0835.00)
 Physical Education (HEGIS 0835.00)
 School Psychology (HEGIS 0826.02)
 Teaching English to Speakers of Other Languages (HEGIS 1508.00)

Master of Science (M.S.)

Adult Health Nurse Practitioner (HEGIS 1203.10)
 Biology (HEGIS 0401.00)
 Childhood Special Education (HEGIS 0808.00)
 Childhood Special Education in Inclusive Settings (HEGIS 0808.00)
 Childhood Special Curriculum and Instruction (HEGIS 0808.00)
 Communication Disorders (HEGIS 1220.00)
 Deaf Studies (HEGIS 0812.00)
 Environmental Study (HEGIS 0420.00)
 Finance (HEGIS 0504.00)
 Literacy Education (HEGIS 0830.00)
 Nursing Administration (HEGIS 1203.10)

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

Nursing Service Administration (HEGIS 1203.10 and 0506.00)

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

Graduation Opportunity for Accelerated Learning (HEGIS 0506.00)
 Management (HEGIS 0506.00)

Master of Social Work (M.S.W.) (HEGIS 2104.00)

Certificates in Social Work

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

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

Advanced Certificates

Adult Nurse Practitioner (HEGIS 1203.12)
 Bilingual Education for Certified Teachers (HEGIS 0899.00)
 Community Health Education (HEGIS 0837.00)
 Early Childhood Education (HEGIS 0823.00)
 Educational Leadership and Technology (HEGIS 0827.00)
 Emergency Management (HEGIS 0599.00)
 Human Resource Management (HEGIS 0515.00)
 Management (HEGIS 0506.00)
 Nursing Administration (HEGIS 1203.12)
 Teaching English to Speakers of Other Languages (HEGIS 1508.00)

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

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

COLLEGE OF
ARTS AND SCIENCES

Arts and Sciences

Science Building 127

Gayle Dranch Insler, *Dean*
Email: Insler@adelphi.edu

Steven J. Rubin, *Associate Dean*
Charles Shopsis, *Associate Dean*
Ruth McShane, *Assistant Dean*

Philosophy of the College

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.

On the occasion of the first Commencement of Adelphi College, William C. Wallace, a graduate of Adelphi Academy, the preparatory school that was the College's predecessor, commented on the College motto: *Vita sine litteris mors est*. His remarks could equally illuminate the philosophy of today's College of Arts and Sciences. "Surely," he said, "life without learning, without knowledge, is death. Without faithful knowledge of the past, without a living knowledge of the present, without an intelligent hope for the future, wherein would we differ from the meanest thing that lives, moves, and has a being? Without ability to learn the great physical, intellectual, and spiritual truths we are indeed dead."

Mindful of the cultural inheritance of the past, the College encompasses those realms of inquiry that have characterized the modern pursuit of knowledge.

Knowledge of what others have accomplished is part of what makes a person educated, but only part. What matters more is the transformation of the learner's mind: the development of those qualities of intellect and independence

essential to practical success in the modern world and a full productive life.

The faculty of the College place a high priority on their students' intellectual development in and out of the classroom, and structure programs and opportunities to foster that growth. Learning at the graduate level will necessarily challenge a student to study and analyze original research or other creative work, develop first-hand facility with creative or research methodologies, undertake collaborative work with peers and mentors, engage in serious 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. Just as important, as William C. Wallace suggested, they contribute to a life worth living.

Graduate Programs of Study, 2004–2006

Department/ Program	Degree
Art and Art History	
Studio Art	Master of Arts
Art "K–12" Teacher*	Master of Arts
Biology	
Biology	Master of Science
Biology "7–12"*	Master of Arts
English	
English "7–12"*	Master of Arts
Environmental Studies	
Environmental Studies	Master of Science
Mathematics and Computer Science	
Mathematics "7–12"*	Master of Arts
Physics	
Physics "7–12"*	Master of Arts
Social Studies	
Social Studies "7–12"*	Master of Arts

Spanish

Spanish “7–12”* Master of Arts

* See also *School of Education*.

Graduate courses are also offered in anthropology, biochemistry, earth science, English, history, languages and international studies, mathematics and computer science, philosophy, and physics. Please consult the course offerings for descriptions of these courses.

Admission Requirements

Also see the section in this Bulletin titled “Admissions.”

Application for Admission

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 6 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— Master’s Degrees

Candidates for the Master’s Degree

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 by the candidate with the sponsor in advance.

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 microfilming 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 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 departmental 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.

Numbering of Courses

Hyphenated courses (e.g., CHE 631–632) are year-long courses. Credits earned for the first half of a year-long 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 6 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
P/F	(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 grade of IP will carry through the term of its contract, after which it will become an I. The use of IP as a thesis or dissertation report (not for a class grade) is left to the discretion of the department. 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.

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.

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.

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.

Art and Art History

Blodgett Hall 302

David Hornung, *Chair*
Email: hornung@adelphi.edu

Professors
Thomas McAnulty
Richard Vaux

*Art Director, Graphic
Design Studio*
Dale Flashner

Associate Professor
David Hornung

Assistant Professors
Geoffrey Grogan
Jean Sorabella
Jacob Wisse

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

The Department of Art and Art History offers a program of study that leads to the Master of Arts degree in studio art. For admission as a degree candidate, an applicant must have earned a baccalaureate degree from an accredited four-year college and have developed a portfolio of art work in a representative range of media. This work must have been done within the last five years.

Completion of degree requirements may be undertaken on a part-time basis. This degree can also be earned by attending just summers. Information on this option may be obtained from the department.

The art department also contributes course options for the Master of Arts degree for those seeking New York State certification for teaching on the primary and secondary level. Students who successfully complete the program will graduate with a Master of Arts degree from the School of Education. For further information contact the School of Education.

Portfolio Requirement

A formal portfolio presentation is required of all students applying for admission to the Master of Arts program. A portfolio of no more than 12–15 pieces of recent artwork is required. Original artwork is preferred to reproductions. Presenting the portfolio in person is advantageous as this provides the student with an opportunity to meet some of the art faculty and to visit the studio facilities. Slide portfolios are also acceptable for those students from abroad or living at some distance from the University.

Course Requirements

Course requirements for the Master of Arts in studio art total 36 credits. Ordinarily, students will concentrate in a primary area of studio work (up to 15 credits) supplemented by one or more secondary areas of studio concentration. In designing a program of study, students consult with the departmental chair or a graduate faculty adviser.

Requirements for the M.A. in Studio Art

Program Outline

Studio Courses

Students select 36 credits from two or more studio areas in this group. All students must devote nine hours per week to a 3-credit studio course, of which three hours involve instruction and six hours call for individual studio work under supervision.*

ART 709, 710	Printmaking
ART 711, 712	Sculpture
ART 713, 714	Painting
ART 723, 724	Ceramics
ART 761, 762	Photography

* A substitution of up to 6 credits in art history may be made for an equivalent number of credits from the above studios.

Advanced Studios

ART 769, 770	Printmaking (Prerequisites: ART 709, 710)
ART 771, 772	Painting (Prerequisites: ART 713, 714)
ART 773, 774	Sculpture (Prerequisites: ART 711, 712)
ART 775, 776	Ceramics (Prerequisites: ART 723, 724)

Required Course

ART 793	Major Creative Project (one-person show)
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Summer Workshop Program

The Department of Art and Art History offers an extensive program of intensive summer art workshops for both graduate and undergraduate students. This program is 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. Permission of the department is required to register for summer workshops as enrollment is limited.

Biology

Science Building 103

James Dooley, *Chair*

Email: dooley@adelphi.edu

George K. Russell, *Director of Graduate Studies*

Email: russell@adelphi.edu

Professors

A. Coolidge Churchill

Deborah F. Cooperstein

Carol Diakow

James K. Dooley

Gayle D. Insler

George K. Russell

Associate Professors

Lawrence Hobbie

R. David Jones

Benjamin Weeks

Assistant Professors

H. Seshadri Arathi

Susan Prattis

Alan Schoenfeld

Master of Science in Biology

Preparation for the Health Professions, Teaching, and Scientific Research

Adelphi's graduate biology program prepares students for doctoral study and entrance into professional schools of medicine, dentistry, and veterinary medicine. The program also qualifies future educators for certification and expands the knowledge base of experienced teachers. Other graduates acquire the tools and skills necessary for successful careers in research, public health, and environmental law.

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 molecular biology, cell

and tissue culture, scanning and transmission electron microscopy.

Students use these facilities for graduate research in cellular and molecular biology, immunology, genetics, evolution, and ecology.

Internships are available at local biotechnology companies, research facilities, and hospital research laboratories.

Faculty members work closely with students as mentors, ensuring a personal academic experience and career guidance. Over four decades Adelphi's biology department has awarded hundreds of graduate degrees to students and achieves consistently high success rates for students entering professional programs.

Courses numbered 600 and above are offered in late afternoon or evening hours; it is possible to fulfill degree requirements on the basis of either full- or part-time study.

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 the Premedical Adviser at (516) 877-4140.

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.

Requirements for the M.S. in Biology

A. Research Thesis Option (33 credits)

1. Three of the following core courses:
BIO 614, 615, 640, 650, 674.
2. Two laboratory courses.
3. Elective credits:
Electives 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 Graduate Studies. With approval of the supervisory committee, up to 12 credits may be selected from graduate offerings in other departments.
4. An average of at least B 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.
5. BIO 798 and 799 (Thesis Research, based on laboratory or field studies).

B. Nonthesis Option (Scholarly Paper)

(36 credits)

1–4 as above plus BIO 796 (Scholarly Paper, a literature review, and critique of a specific field of study in biology).

***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.*

Biology Web Address

<http://academics.adelphi.edu/artsci/bio>

Emergency Management

Blodgett Hall 102

For information contact:
John Vetter (516-877-4110)
Email: vetter@adelphi.edu

Assistant Professors

Barry Protter
Kristine Qureshi

Certificate in Emergency Management

(18 credits)

Human cultures work to insulate people from extremes of natural phenomena, cruelty of groups, and adverse side effects of technological innovations. The concept of emergency management results from the realization that crises do occur and that coordinated, planned responses can minimize their severity.

As the pattern of specialized roles continues to evolve in contemporary society, along with the resultant interdependency of groups, the need for a trained cadre of emergency managers in public and private professional environments becomes more acute. While local, state and federal government operations increasingly include specialists qualified in emergency management, large corporations and organizations also look to train existing employees in such practice. The transportation and resort industries, which have employed “disaster” professionals for some time, have been joined by health and education institutions in identifying such managerial expertise for a variety of potential events. Even prior to September 11, 2001 and its aftermath, emergent professional training in emergency management was noticeable.

The Emergency Management program and its courses aim to provide the training to meet this need. Adelphi’s emphasis is on a program that combines professional school strength with a

strong liberal arts component core from the College of Arts and Sciences uniting strengths at the University in environmental science, sociology, political science, social work, psychology, nursing, and business.

Program Requirements

Certificate candidates must complete at least 18 credits selected from the emergency management course list, as specified below, with a minimum GPA of “B.”

Required Courses (12 credits)

Take the following four required 3-credit courses:

- EMG 501 Introduction to Emergency Management
- EMG 503 Health Management in Times of Disaster
- EMG 530 Business Continuity Planning
- EMG 510 Planning and Coordination

Emergency Management Electives

(6 credits)

Select one social-science-based 3-credit course, chosen in consultation with an emergency management program adviser, from courses such as:

- EMG 502 Social and Organizational Preparedness and Response
- EMG 540 Emergency Management Law
- EMG 520 Leadership in Emergency Management

Select one professional course such as:

- EMG 550 Emergency Response Functional Roles for Disaster Management

Capstone Course (1 credit)

An optional capstone one-credit course, provided by the School of Nursing, is strongly recommended for health professionals:

- EMG 580 Disaster Management Capstone Course

Please consult the course offerings for descriptions of these courses.

English

Harvey Hall 201

Jennifer Fleischner, Chair
Email: Fleischner@adelphi.edu

Professors

Jennifer Fleischner
Steven J. Rubin
Igor Webb
Susan Weisser

Assistant Professors

Imraan Coovadia
Anton Dudley
Kris Fresonke
Marisa Huerta
Michael Matto
Adam McKeown
Lahney Preston

Associate Professors

Judith Baumel
Kermit Frazier

The Department of English offers courses in English and American literature.

The English 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.

Please consult the course offerings for descriptions of these courses.

Environmental Studies

Science Building 103

Web site: <http://academics.adelphi.edu/artsci/env>

Anagnostis Agelarakis, *Director*
Email: agelarak@adelphi.edu

Professors

Anagnostis Agelarakis, Anthropology
Henry F. Ahner, Physics
A. Coolidge Churchill, Biology
Anthony Cok, Environmental Studies
John Dooher, Physics
James Dooley, Biology
Martin H. Garrell, Physics
Sung Moon, Chemistry
Gottipaty Rao, Physics

Associate Professors

Regina Axelrod, Political Science
Laraine Fletcher, Anthropology
David Gleicher, Economics
Charles Shopsis, Chemistry
Lawrence Sullivan, Political Science
Benjamin Weeks, Biology

Assistant Professors

Mariano Torras, Economics
John Vetter, Anthropology

Master of Science 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 stu-

dents to become conversant with the breadth of environmental problems and possible solutions while achieving a strong, experience-based concentration in one of the specific disciplines within the field.

There are three curricular options open to the student who wishes to pursue the Master's of Science degree in environmental studies. A student can elect a concentration in **environmental risk assessment** or in **the global environment**; or the student can elect a more integrative approach to the subject drawing on aspects of the two concentrations, **environmental education**.

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

- The physical, chemical, biological, and biochemical aspects of pollutant detection;
- The cultural, societal, epidemiological, public health, paleontological, and paleopathological effects of environmental perturbations; 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 agencies.

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

Admission

The requirements for admission to the masters program are a bachelors degree in environmental studies or a related field, and demonstrated promise of successful achievement in the field. Work experience in related environmental fields will be considered with regard to the above requirements. Students are admitted as regularly matriculated students, or on a provisional basis as non-degree students. Graduate Record Examination scores in the verbal and quantitative tests are required. Applicants should contact the program director.

Note: *It is not necessary for an undergraduate student at Adelphi University to complete the*

Requirements for the M.S. in Environmental Science

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

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

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

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.

I. Common Courses (9 credit minimum)

Courses are 3 credits unless noted otherwise.

This is a group of courses constructed around the broader themes of environmental studies. They provide the perspectives of the fields contributing to the evaluation of contemporary environmental issues. The connections between scientific disciplines and the social and cultural processes are established to provide the necessary contexts in the search for solutions to environmental problems. The student selects, through advisement, a minimum of 9 credits to best reflect the focus of the intended concentration.

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

II. Concentrations (21 credit minimum)

Courses are 3 credits unless noted otherwise.

The selected area of concentration encompasses the majority of the course work for the student. A total of 21–24 credits, including directed research, fieldwork, and electives, may be associated with the concentration. In following the global physical environment or the global human environment, the student acquires a technical and theoretical level of sophistication in areas fundamental to the contemporary study of the environment.

A. The Global Physical Environment

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

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

Examples of these special topics include:

- Coastal and Wetland Management
- Waste Management (formerly EAS 785, *4 credits*)
- Technical Aspects of Pollution Control
- Physics and Problems of Pollution

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

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

B. The Global Human Environment

The global human environment concentration studies the complex biological and cultural interactions of human populations through time, with their varied environmental and geographic contexts. This subject is the focus of the 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.

ENV 560	Human Ecology
ENV-ANT 565	Human Geography and Ethnography
ENV-ANT 566	Populations, Health, and Disease Ecology (<i>4 credits</i>)
ENV-BIO 567	Environmental Pollutants and Disease
ENV-BIO 625	Community Ecology and Evolution
ENV-ANT 640	Paleopathology and Paleodemography
ENV 631	Special Topics in the Global Human Environment (<i>3–4 credits</i>)

Examples of these special topics include:

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

ENV 633	Workshops in the Global Human Environment (<i>3–6 credits</i>)
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Workshop topics include:

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

B1. Global Human Environment: Specialization in Environment and Health

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

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

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

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

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

- ECA 520 Macroeconomics
- BUS 551 Legal and Ethical Environment
- BUS 652 Government and Public Policy

III. Advanced Offerings

Courses are 3 credits unless noted otherwise.

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

Mathematics and Computer Science

Alumnae Hall 111

William Quirin, *Chair*
Email: quirin@adelphi.edu

Professors

Robert Emmett Bradley
David Lubell
Walter Meyer
William Quirin

Associate Professors

Stephen Bloch
Robert M. Siegfried

Assistant Professors

Yu Chen
Ken Takata

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

The 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.

Please consult the course offerings for descriptions of these courses.

Physics

Blodgett Hall, Lower Level

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

Professors

Henry F. Ahner
John P. Dooher
Martin H. Garrell
Eugene Hecht
Gottipaty N. Rao

Assistant Professors

Sean Bentley
Joshua Grossman

Adjunct Professor

Patricia Panatier

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 experimental research and expressed in precise, elegant mathematics, yield insight into the nature of the universe.

The physics department contributes course work to a Master of Arts “7–12” degree for those seeking a graduate degree 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 contact the chair of the department and the program director of the Master of Arts Degree in secondary education in the School of Education.

Please consult the course offerings for descriptions of these courses.

COURSES OF INSTRUCTION

COLLEGE OF ARTS AND SCIENCES

ANTHROPOLOGY

ANT 514 Language and Culture *3 credits*

A survey of language, its meaning and its relationship to culture. Language as a type of communicational behavior within a sociolinguistic context is emphasized. Examples are drawn from the verbal and nonverbal models found in art, music, and social organization.

ANT 531 Conservation, Preservation, and Regulation *3 credits*

Roles and values associated with the natural and built environments in relation to environmental protection. Historical antecedents to contemporary environmental issues and the patterns of developing cultural and legal protection.

ANT 566 Populations, Health, and Disease Ecology *4 credits*

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

ANT 635 Cultural Anthropology *3 credits*

Major concepts, theories, and methods of cultural anthropology. Customs, values, and social institutions from tribal cultures, worldwide. Fundamental course for graduate students without prior background in this field.

ANT 640 Paleopathology and Paleodemography *4 credits*

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

ANT 733 Fieldwork and Laboratory Techniques Archaeology and Physical Anthropology *4–6 credits* *Cross-listed with Environmental Studies.*

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

ANT 790 Independent Study *3 credits*

Reading and research on selected aspects of anthropology. Individual conferences are arranged with the adviser.

ART AND ART HISTORY

ARH 563 Philosophy and Criticism of Art *3 credits*

This course examines the philosophy and criticism of art. Through original texts and close analysis of movements and manifestos, students trace the history of criticism and the range of ways in which artists, critics, philosophers, and rulers have approached, defined, and thought about the visual arts from classical to contemporary times.

ART 608 Watercolor Painting Workshop *3 credits*

Prerequisites: Students are required to have Drawing I or Painting I, or equivalent skills.

This workshop is designed for students who will work with a variety of techniques in watercolor. The course will develop these techniques in an intensive, practical working environment. The student will work closely with the instructor in producing finished paintings.

ART 638 Calligraphy *3 credits*

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

ART 647 Art of Classical Antiquity *3 credits*

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

ART 673 Papermaking Workshop *3 credits*

The Papermaking Workshop introduces students to techniques in creating handmade paper. Various methods of papermaking will be explored, including basic sheet formation, embossing, laminating, pulp painting, and casting. Students will also be introduced to the history of papermaking. Individual expression will be encouraged.

ART 709, 710 Printmaking Studio *3 credits each*

Advanced theories, color methods, and their applications and effects on the various print media—etching, aquatint, mezzotint, wood, linocut, and drypoint.

ART 711, 712 Sculpture Studio 3 credits each
Intensive technical study in the methods and techniques of modeling, carving, lost-wax methods, and constructions, using many different media.

ART 713, 714 Painting Studio 3 credits each
Various interpretations of a wide choice of subjects and media providing a natural kind of process whereby individuals can build on their own resources through intelligence, feeling, and observation.

ART 723, 724 Ceramics Studio 3 credits each
Throwing and hand building techniques in stoneware and porcelain; sculptural pottery. Instruction in glazing and firing techniques.

ART 761, 762 Photography 3 credits each
An intensive review of photography and darkroom techniques. Lecture demonstrations acquaint the student with the camera and techniques essential to successful picture taking with printmaking. With this foundation students explore their design concepts and composition in expressing photographic imagery.

ART 765 Color, Media, and Materials 3 credits
Advanced experimental studies of the major media concentrating on the functions of color, textures, binders, etc., basic to creative and practical applications of various pigments.

ART 769, 770 Printmaking Studio 3 credits each
Prerequisites: ART 709 and 710.
Individually selected problems in developing printmaking skills and techniques.

ART 771, 772 Painting 3 credits each
Prerequisites: ART 713 and 714.
Individually selected problems in studio techniques of painting in a variety of media.

ART 773, 774 Sculpture Studio 3 credits each
Prerequisites: ART 711 and 712.
Advanced work in processes and materials; design of sculpture in selected media.

ART 775, 776 Ceramics Studio 3 credits each
Prerequisite: ART 723 or 724.
Individually selected problems in studio techniques and advanced work in processes and materials.

ART 791 Independent Study 3 credits

ART 793 Major Creative Project 3 credits
Prerequisites: completion of 24 graduate credits in art and open only to students who have been accepted as candidates for the Master of Art.

Designed for students to pursue projects in-depth according to the individual's needs in the areas of painting, graphics, sculpture, ceramics, and art history under the supervision of an assigned professor with department approval. Preparation for one-person show.

BIOLOGY

500-level courses are open to both graduate and undergraduate students.

BIO 504 Physiological Chemistry 4 credits
Prerequisites: BIO 111, 112, 360, CHE 251, and 252; or equivalent.

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

BIO 506 Introduction to Molecular Biology 4 credits
Prerequisites: BIO 111, 112, 222, CHE 251, and 252 or equivalents.

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

BIO 525 Introduction to Transmission Electron Microscopy 4 credits
Prerequisites: Permission of Instructor.

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

BIO 526 Scanning Electron Microscopy 4 credits
Prerequisites: Permission of Instructor.

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

BIO 528 Immunology 3 credits
Prerequisite: BIO 111 and 112, CHE 111 and 112, or equivalent.

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

BIO/ENV 567 Environmental Pollutants and Disease 3 credits
Prerequisite: Permission of Instructor.

Exposure to pollutants causes diseases of the immune system, the central and peripheral nervous system, and the reproductive system. Pollutants also cause abnormal embryonic development and cancer. This course will focus on the pathogenic mechanisms of the pollution-associated diseases in humans.

BIO/ENV 614 Ecological Systems 4 credits

Designed to acquaint students with the fundamental concepts of ecology at the ecosystem level, and the interrelationships of these biological systems with abiotic environment. The interdependency of these systems and the effect of man's manipulation of them are emphasized. Lecture, laboratory, and fieldwork.

BIO 615 Regulatory Physiology 3 credits

Mechanisms of growth, nutrition, and response to environment. Osmotic balance, enzymatic activities, and respiration.

BIO/ENV 624 Scientific Computer Graphics 3 credits

An introduction to graphic software applications for scientific presentation and publication. Packages used include current statistical graphing, illustration, and photo editing programs.

BIO 626 Cell Culture Techniques 4 credits

This course is designed to teach students the skills of mammalian tissue culture. Students will use tissue culture facilities and technology and will learn how to maintain and manipulate animal cells in culture. Several cell lines of differing origins will be used and mini-experiments will be constructed to provide the experience of cell manipulation. Cryopreservation and sterile techniques will also be covered.

BIO 630, 631 Selected Topics in Biology 3 credits each

Prerequisite: Permission of Instructor. This course may be elected more than once. Biology Department staff and guest lecturers.

The study of current trends in biological thinking and research. Topics to be covered are stated each semester. Examples from previous semesters are: Membrane Biology, Cellular Immunology, Neurobiology, Scanning Electron Microscopy, Physiology of Reproduction, Developmental Physiology. Lecture only.

S/T: Medical Biotechnology

S/T: Pharmaceutical Biotechnology

S/T: Toxicology (See CHE 470, Principles of Toxicology in Undergraduate Bulletin)

BIO 640 Graduate Genetics 3 credits

Prerequisite: Permission of Instructor.

Focuses on the storage, modification, and retrieval of genetic information at both the chromosomal and molecular levels. Prokaryotic and eukaryotic systems are examined to illustrate how a genetic approach is being applied to answer questions concerning the mechanisms of inheritance, gene structure and function, cell differentiation and dedifferentiation, and various human disease conditions.

BIO 641 Graduate Genetics Laboratory 1 credit

Co/Prerequisite: BIO 640.

A "hands-on" survey of prokaryotic and eukaryotic organisms of genetical interest, coupled with a project of student design.

BIO 650 Graduate Cell Biology 3 credits

Prerequisite: Permission of Instructor.

Survey of the structural basis of cellular activity at the micro- and ultra-structural levels with readings designed to offer the student an understanding of nuclear and cytoplasmic structure and function.

BIO 654 Basement Membrane Biology 3 credits

This course is a study of basement membrane biology. The basement membrane is a specialized structure found in all organs of adult vertebrates and is expressed as early as the two-cell stage embryo. Original research articles that use all of the modern molecular techniques of biology will be discussed and used to examine the role of the basement membrane in development and disease.

BIO 660 Graduate Developmental Biology 3 credits

An examination of the process of animal development, with an emphasis on vertebrates. Focus on the cellular and genetic mechanisms of development, beginning with fertilization and continuing with gastrulation, neurulation, and morphogenesis. The molecular basis of differential cell adhesion, cell differentiation and determination, and cell signaling in development will also be examined. Reading and discussion of papers from the primary scientific literature.

BIO 670 Virology 3 credits

Prerequisites: BIO 222 or permission of the instructor.

This course will present the basis of viral taxonomy. The molecular basis of viral structure and replication will be examined in detail. The mechanisms of viral pathogenesis will then be explained in terms of the modes of viral replication, structure, and genetics. Methods of virus cultivation will also be studied. Three lectures each week.

BIO 790, 791 Special Research Problems 2–3 credits each

With the permission of the instructor, students may take each course for 2–3 credits, but only a total of 4 credits in BIO 790, 791, 792, 793 are applicable to an advanced degree in biology. Guided research in approved laboratories.

BIO 792, 793 Directed Readings 2–3 credits each

With the permission of the instructor, students may take each course for 2–3 credits, but only a total of 4 credits in BIO 790, 791, 792, 793 are applicable to an advanced degree in biology. In-depth readings in specific areas of study under individual guidance. Each proposal must be submitted to the departmental Graduate Affairs Committee.

BIO 796 Scholarly Paper 2 credits

Review and critique of a specific field of study in biology, sponsored by a faculty member. Students are required to present a formal seminar of their findings to the department. (Cannot be applied to the thesis option.)

BIO 798, 799 Thesis Research 3 credits each
This cannot be applied to the nonthesis (scholarly paper) degree.

Investigation of an original problem in biology. Students are required to present a formal seminar of their thesis research to the department upon completion of degree requirements.

CHE 571 Biochemistry I 4 credits
Prerequisites: Organic Chemistry

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

CHE 572 Biochemistry II 4 credits
Prerequisites: Organic Chemistry (CHE 571 is not a prerequisite.)

Cell metabolism: degradative and biosynthetic pathways of carbohydrates, lipids, and amino acids. Energy metabolism: production and utilization of high energy phosphates. Nucleic acid and protein biosynthesis. Regulation and control of metabolism. Laboratory includes isolation and characterization of proteins and nucleic acids. Enzyme kinetics. Lecture and Laboratory.

CHE 581 Chemical Safety in the Laboratory and Studio 1 credit

CHE 590 Special Topics 1–6 credits

EMERGENCY MANAGEMENT

EMG 501 Introduction to Emergency Management 3 credits

This course is designed to show the student how the discipline of emergency management applies science and technology, planning, the process of risk analysis, and management in dealing with dangerously large and complex events that have the potential to kill and injure large numbers of people, do extensive property damage, and destroy our economic and physical infrastructure.

EMG 502 Social and Organizational Preparedness and Response 3 credits

This course explores the various concepts and views defining large destructive events-disasters. The perspectives of the social sciences are employed in evaluating the effects of such events on victims, responders, involved citizens, and governments. Students will focus on the social, cultural, and economic factors that influence how disasters are viewed, prepared for, and responded to, prior to eventual recovery. Further, students will encounter the theoretical and empirical aspects of disasters, the vulnerabilities society faces, and the challenges in reducing such threats.

EMG 503 Health Management in Times of Disaster 3 credits

This course offers an exploration of the roles, responsibilities, and perspectives of the public-health infrastructure when disasters strike. This course will examine the mechanisms and strategies deployed by federal, state and local healthcare entities to identify, mitigate and recover from tragic events—whether they are natural, accidental or malevolent in origin. Special consideration will be given to public health's response to the deployment of weapons of mass destruction, bioterrorism and the emergence of catastrophic infections.

EMG 510 Planning and Coordination 3 credits

This course will identify the planning methodologies that result in the development of an effective response process to hazards threatening municipalities, businesses, and households. The role of a dynamic and responsive emergency operation plan and the necessary coordination with an emergency operation center will be emphasized as components of effective management.

EMG 520 Leadership in Emergency Management 3 credits

A study of the theory, strategy, and practice associated with leadership positions in the field of comprehensive emergency management. This course will address the specific leadership requirements flowing from the wide range of situations that develop from natural, technological, and man-made disasters.

EMG 530 Business Continuity Planning 3 credits

This course provides algorithms for the development of detailed business continuity planning based on contributions of leading practitioners of the industry. Issues include managing disruptions, maintaining continuity of critical operations, and mitigating losses that occur when productivity is crippled or security compromised due to natural or man-made disasters.

EMG 540 Emergency Management Law 3 credits

This course is designed to teach the student the legal aspects associated with emergency management plans. Declarations of emergency, individual governmental rights and authorities and the status of property are addressed.

EMG 550 Emergency Response Functional Roles for Disaster Management 3 credits

Prerequisite: Completion of 4 required courses in Emergency Management Certificate Program.

This is a competency-based course that is designed to provide the student with administrative and technical emergency-response functional-role capabilities. Through lectures and hands on learning, the students will learn/acquire skills required for: disaster management leadership, use of personal protective equipment, basic citizen decontamination, disease case investigation, disaster triage, recognition of responder stress, risk communication, family and personal emergency planning, understanding of disease surveillance systems, use of the Incident Command System (ICS), devel-

opment of emergency response functional roles, scene safety, volunteer management, disaster shelter operation, POD clinic operation, and disaster drill planning.

EMG 580 Disaster Management Capstone 1 credit
Prerequisite: Completion of 18 credits in Emergency Management Certificate Program.

The purpose of this course is to provide the student with the opportunity to synthesize and integrate the knowledge and skills learned in the previous disaster management curricula. In this course, the students will work under the direction of Disaster Management faculty, and will plan, execute, and evaluate a point of distribution drill (POD) exercise on the campus of Adelphi University. At the conclusion of the evaluation, the group will develop an “evaluation/lessons-learned and recommendation report” that will be forwarded to the Adelphi University provost and the Nassau County Department of Health. Each subsequent time this course is conducted the class will develop and execute a drill based upon the lessons learned from the previous class.

ENGLISH

ENG 600 Chaucer 3 credits
A thorough reading in Middle English of *Troilus and Criseyde* with attention to bibliography and criticism. A prior knowledge of Middle English is not required.

ENG 605 Shakespeare 3 credits
Aspects of Shakespeare’s work and theater not ordinarily familiar to those who have had only an undergraduate course in Shakespeare. Studies in the problems of Shakespearean biography and criticism.

ENG 608 Major Author Course 3 credits
Intensive study of the works of a major British writer (e.g., Spenser, Blake, Arnold, Yeats) representing any period of British literary history and chosen by the instructor.

ENG 610 Genre Development: The Lyric 3 credits
Concentrated work in the evolution of the lyric in English.

ENG 614 Medieval Literature 3 credits
Intensive study of the major works and types of Old and Middle English literature to 1500, exclusive of Chaucer, in modern English translations.

ENG 617 Seventeenth Century Poetry 3 credits
Intensive study of selected writers of the period exclusive of Milton and Shakespeare.

ENG 620 American Literature 3 credits
Phases of American literature and life explored in-depth from the period 1600–1800.

ENG 622 American Literature III 3 credits
A study of major writers, themes, and forms from World War I to the present. Includes the work of Hemingway, Fitzgerald, Faulkner, Eliot, Stevens, O’Neill, Williams.

ENG 629 History of the English Language 3 credits
A study of the origin, relationships, and evolution of the language. Principles of structure, linguistic change, and vocabulary accretion in Old, Middle, and Modern English.

ENG 799 Thesis (Optional) 3 credits
Open only to candidates for the M.A. in English.
Students are assigned to a professor who guides them in the preparation of a thesis.

ENVIRONMENTAL STUDIES/ EARTH SCIENCE

ENV 500 Environmental Studies Introductory Seminar 3 credits
This seminar introduces case studies of current environmental problems and environmental issues. Scientific concepts and methods and technical solutions to problems in specific areas are discussed, as are the limitations of current conceptual and analytical knowledge. Additionally, the cultural, political, institutional, and economic aspects of current and emerging concerns are introduced as they affect the environmental decision-making process. Readings of the current literature, discussions, and reports emphasize critical reading and writing skills. All students without an equivalent preparation will be required to take this seminar.

ENV/ANT 531 Conservation, Preservation, and Regulation 3 credits
Roles and values associated with the natural and built environments in relation to environmental protection. Historical antecedents to contemporary environmental issues and the patterns of developing cultural and legal protection.

ENV/ANT 566 Populations, Health, and Disease Ecology 4 credits
This course studies the human factors affecting environmental conditions and subsequently the distribution and ecology of diseases. The nature of infectious diseases affecting humanity, and the efforts to control and eradicate them, are examined from an interdisciplinary point of view.

ENV/ANT 640 Paleopathology and Paleodemography 4 credits
The cross-disciplinary analysis of the origins, evolution and transmission of diseases in the contexts of the dynamic interactions among environments, disease-reservoirs, vectors and hosts. Included are the scope and methods of recovering bio-cultural characteristics from extinct and extant populations, the impact of culture change and population densities in disease, and the predictability of current and future health patterns.

ENV/ECA 530 Environmental Economics 3 credits

A broad perspective on economic issues with respect to the natural world. Topics include the theory of public goods, the problem of sustainability, environment and global institutions, and policy approaches.

ENV/BIO 567 Environmental Pollutants and Disease 3 credits

A survey of the human health effects of pollution, and the pathogenic mechanisms of disease. Emphasis is placed on understanding the molecular mechanisms which underlie the disease state. Consideration will also be given to issues of risk assessment, occupational exposures, and the links between economics, nutrition, and susceptibility to the health risks of pollution.

ENV/BIO 614 Ecological Systems 4 credits

The fundamental concepts of ecology at the ecosystem level, and the interrelationships of these biological systems with abiotic environments. The interdependency of these systems and the effects of human manipulations are emphasized. Lecture, laboratory, and fieldwork.

ENV/BIO 624 Scientific Computer Graphics 3 credits

An introduction to graphic software applications for scientific presentation and publication. Packages used include current statistical graphing, illustration, and photo editing programs.

ENV/BIO 625 Community Ecology and Evolution 3 credits

This is a seminar covering the concepts of ecological niche theory, its development and applications both to modern community studies and to community ecology through geological time. The intimate relationships between community ecology, geologic history, and the patterns of evolution and extinction of eukaryotes are examined through selected readings from peer-review and first-order synthetic papers, discussions, and analyses.

ENV/PHY 630 Concepts of Energy Utilization 4 credits

Conceptual foundation of thermodynamics and the various forms of energy are introduced. Sources and reserves of energy are examined. Technology of power generation and distribution is explored and projected. A thermodynamic and energy laboratory is included.

ENV/EAS 501 Principles of Earth Science I 3 credits

Appraisal of the earth's relationship to the universe and analysis of the earth's structure and enveloping gases. Current theories and application of the physical laws as they are encountered in the observation of natural phenomena in the field of geology. One or more field trips required.

ENV/EAS 502 Principles of Earth Science II 3 credits

Study of the principles of earth sciences as they apply to paleontologic, meteorologic, and oceanographic phenomena. Term projects emphasize the analysis of experimental mod-

els or the data derived from them. One or more full-day field trips required.

ENV/EAS 632 Maps and Mapping 3 credits

The objectives of this course are to teach map interpretation of general and special purpose maps as they are used in the environmental sciences; to teach data capture methods for planimetric and topographic maps and sections; and to teach methodologies of map preparation from the captured data. The emphasis of this course is on field and laboratory experience in the subject.

ENV/EAS 654 Oceanography 3 credits

An introduction to physical and chemical oceanography and topics in marine geophysics, marine geology, and economic aspects of oceanography. Instrumentation and recent developments emphasized. Field trips to be arranged.

ENV/EAS 657 Meteorology 3 credits

Chemistry and physics of the atmosphere: observation and measurement of temperature, pressure, wind, moisture, and cloud changes, analysis of frontal cyclonic storms, weather forecasting, preparation of weather maps.

ENV/EAS 671 Climatology 3 credits

A survey of the world's weather and climatological patterns in relation to the earth's continents, oceans, soils, vegetation, and human culture and health. Modern climatological classification system, prehistorical climatic regimes, statistical analysis of the nature and causes of climatic change.

ENV/EAS 674 Hydrogeology 3 credits

A qualitative approach to hydrogeology with emphasis on the occurrence, movement, and chemical quality of ground water; the relation between geologic and hydrologic environments. Concepts illustrated by examples from Long Island and other parts of the United States.

ENV/EAS 761 Marine Geology 3 credits

A systematic survey of the marine environment and its relation to continental shelf and deep ocean geological processes. A supplement to EAS 654 Oceanography (basic course). One or more field trips required.

EAS 798 Guided Research 3 credits

Work on a research problem under the guidance of a full-time member of the department. Registration for this course requires prior written permission from the faculty member who will guide the student's work.

ENV 700 Graduate Seminar 3 credits

Topics vary each semester and offer an advanced approach to research in conjunction with specific areas of student and faculty concentration in the program. Readings from the current literature, critical analytical and writing skills are emphasized. This may be taken more than once.

ENV 791 Internship 3 credits*Departmental permission required.*

Faculty-directed experience in a particular field of environmental studies.

ENV 798 Guided Research 3 credits*Departmental permission required.*

Individual research, thesis or project related, tied to the selected concentration.

ENV 799 Thesis Research 3 credits*Departmental permission required.*

Taken in conjunction with thesis preparation.

HISTORY**HIS 534 Special Studies in American History I** 3 credits

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

HIS 534 Special Studies in American History II 3 credits

The course will explore changing conceptions of fundamental aspects of American culture. Special attention will be given to the relationship between ideas and culture, especially with regard to the notions of freedom, natural identity, and individualism. Also, the changing roles of significant institutions—particularly the family, the schools and government—will be studied. Topics in this semester parallel those of the first semester, i.e., “The Continuing Debate over the Constitution,” “The Idea of Freedom in America: William James and Frederick Jackson Turner.” Readings will range from William James and John Dewey to Timothy Leary and Christopher Lasch.

LANGUAGES AND INTERNATIONAL STUDIES**Linguistics****LIN 601 Structural Linguistics** 3 credits

Study of descriptive and analytical concepts of structural linguistics. Application of linguistic principles to the problems of reading and to the teaching of English and foreign languages.

Spanish**SPA 531 Caribbean Culture and Civilization** 3 credits

A study of Caribbean culture and civilization through the most representative literature of this region including essays, poetry, and fiction.

MATHEMATICS AND COMPUTER SCIENCE**Mathematics****MTH 630 Foundations of Geometry** 3 credits

(1) Metric and synthetic Euclidean geometry, hyperbolic and elliptic geometries from the axiomatic point of view, models, independence and consistency. (2) Comparison of metric relations in Euclidean, hyperbolic, and elliptic planes, affine and projective aspects of Euclidean geometry, introduction to affine and projective planes.

MTH 790, 791 Guided Reading in Mathematics 1–6 credits*Prerequisite: permission of department.*

Selected reading in mathematics under supervision of a member of the graduate mathematics faculty.

Mathematics Teacher Program**MTP 604 Discrete Mathematics for Computer Science** 3 credits

This course presents the basic mathematics underlying computer science: Symbolic logic and circuit elements; sets, relations and functions and their applications (for example, in relational data bases); graphs, trees and their uses; arithmetic in binary and other number systems; enumeration of combinations and permutations via recursion equations; finite state machines and other automata.

MTP 620 Foundations of Set Theory and Arithmetic 3 credits

Set operations, power set, ordered pairs, relations, functions, cardinal arithmetic, the Bernstein equivalence theorem. Applications to the integer, rational, real and complex number systems.

MTP 621 Introduction to Mathematic Logic 3 credits

Logical paradoxes and controversies. Truth functions and quantifiers. Naive set theory. Axiomatization of first-order logic. Deductive theories.

MTP 623 Theory of Numbers 3 credits
Prerequisite: MTP 625.

Representation of integers in a given base, properties of primes, arithmetic functions, modular arithmetic, diophantine equations, quadratic residues, quadratic reciprocity law, discussions of famous unsolved problems in number theory.

MTP 625, 626 Introduction to Modern Algebra I, II 3 credits each

Groups, rings, integral domains, and fields. Also studied are notions of isomorphisms and homomorphisms between algebraic structures.

MTP 628 Introduction to Linear Algebra 3 credits

A study of vectors, matrices, and determinants with applications to three-dimensional geometry and its transformations.

MTP 635 Topics in Geometry 3 credits

Topics to be selected by the instructor.

MTP 640, 641 Foundations of Analysis 3 credits each

Prerequisite: MTP 625.

Taylor's theorem. Elementary functions of real and complex variables. Proof of the fundamental theorem of algebra. Definite integrals. Introduction to the calculus of several variables. The real numbers as a complete ordered field. Inequalities. Sequences. Series. Derivatives.

MTP 643 Computational Mathematics 3 credits

Prerequisite: CSC 612 or 602.

A study of errors arising in computation: roundoff errors, truncation errors, propagation of errors. Mathematical concepts including differentiation, integration, sequences, and series are explored computationally.

MTP 650 Introductory Probability and Statistical Inference 3 credits

Finite sample spaces. Equally likely events. Permutations and combinations. Frequency distributions. Means and other moments. Binomial distribution. Statistical inference.

MTP 656 History of Mathematics 3 credits

Babylonian mathematics and the sexagesimal number system. Greek mathematics from Thales, Pythagoras, and Euclid to Archimedes and Ptolemy. Fibonacci and the Medieval period. Cardan and Tartaglia and the solution of the cubic equation. Newton and Leibniz and the creation of calculus.

Computer Science

CSC 602, 603 Introduction to Computer Programming 3 credits

Introduction to computer programming using an object-oriented language, such as C++. Selection and repetition, arrays, procedures, functions, and polymorphism. Applications to simple problems.

CSC/MTP 604 Discrete Mathematics for Computer Science 3 credits

Mathematical structures used in computer science. Sets, boolean algebra, directed and undirected graphs, networks, partially ordered sets, semigroups, and finite-state machines.

CSC 610 Computer Programming in C++ 3 credits

Prerequisites: CSC 602 and 603, or fluency in a programming language and knowledge of basic data structures.

Introduction to object-oriented programming (OOP) using C + +. This course is intended for students already familiar with another programming language such as PASCAL or C. The syntax of the language, which implements the usual structures of imperative programming languages, will be introduced. In addition, the C + + implementation of OOP concepts like objects, classes, inheritance, and polymorphism will also be explored. Several programming assignments as well as a software engineering project will be required.

CSC 615 Assembly Language for Microprocessors 3 credits

Prerequisites: prior programming experience and permission of department.

Introduction to machine language and assembly language. Computer architecture, assembly programming techniques, I/O programming concepts, loaders, linkers, assemblers, and operating system interfacing.

CSC 616 Principles of Programming Languages 3 credits

Prerequisite: CSC 602 or 612.

A comparative study of programming languages, with a view toward identifying common general features and respects in which they differ. Intensive study of a high-level structured language such as PASCAL, ADA or PL/1 and comparisons with BASIC. Compiled vs. interpreted languages: block structure, variable types, parameter passing.

CSC 675 Computer Hardware and Architecture I 3 credits

Prerequisites: MTP/CSC 604 and CSC 615.

Functional description of computer components and their organization. Memory organization and bus architecture. Processors: digital logic, ALU, registers. Machine representation of data, commands, and addressing modes. Input/output components.

CSC 676 Computer Hardware and Architecture II 3 credits

Prerequisite: CSC 675.

Microprogram and control store architecture. Pipeline and parallel processors. Concepts of non-von architecture.

CSC 680 Special Topics in Computer Science 3 credits

May be taken more than once for credit.

PHILOSOPHY
PHI 790 Independent Research 3 credits*Registration only with permission of department.*

Independent research in philosophy for students who are interested in exploring the philosophical aspects of work in a field of interest to them. Frequent consultations with the chosen faculty adviser and a substantial written project embodying the work of the semester are required.

PHYSICS
PHY 555 Lasers and Holography 3 credits*Prerequisite: PHY 264 or equivalent.*

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

PHY 605 Astronomy and Space Physics 3 credits

A nonmathematical introduction to modern thinking in astronomy and space physics. Astronomy—how we have been able to learn about the earth, the planets, the sun, the stars, and the galaxies. Philosophical and practical implications. Space exploration—opening new windows on the universe. Application to the study of ecological problems. Numerous observation and laboratory sessions.

PHY 620 Mathematical Methods in Theoretical Physics I 3 credits

Differential and integral calculus of several variables, line and surface integrals, vector algebra and calculus, including Gauss's and Stokes's theorems.

PHY 622 Electricity and Magnetism 3 credits*Prerequisite: PHY 620 or equivalent.**Corequisite: PHY 630 or equivalent.*

Rigorous derivation of Maxwell's equations, scalar and vector potentials, solution of Laplace's equation, electromagnetic waves, and the Poynting vector.

PHY 623 Mechanics 3 credits*Prerequisite: PHY 620 or equivalent.*

Newtonian dynamics; integrals of motion, orbit analysis, central force problem, motion in electromagnetic field. Rotating coordinate frames. Lagrangian and Hamiltonian methods.

PHY 628 Atomic Physics 3 credits

Special relativity. Experimental and theoretical developments leading up to quantum mechanics. Optical and X-ray spectra, vector model. The Schrodinger wave equation.

PHY 630 Mathematical Methods in Theoretical Physics II 3 credits*Prerequisite: PHY 620 or equivalent.*

Infinite series, Fourier series, and integrals. Functions of a complex variable, Taylor and Laurent series, pole and residues, contour integration. Separation of variables in partial differential equations, special functions.

PHY 682 Thermodynamics and Kinetic Theory 3 credits*Prerequisite: PHY 620 or equivalent.*

First and second laws of thermodynamics, thermodynamic functions, Maxwell's relations, applications. Basic hypotheses and elementary techniques of kinetic theory. The Maxwell-Boltzmann distribution. Collision dynamics and the Boltzmann equation. The H-theorem.

PHY 690 Electromagnetic Theory I 3 credits*Prerequisites: PHY 622 and 630 or equivalent.*

Methods of solution of Maxwell's equations, boundary value problems. Physical optics. Fresnel equations. Electromagnetic properties of matter. Lienard-Wiechett potentials, radiating charges.

PHY 730 Introduction to Nuclear Physics 3 credits*Prerequisites: PHY 622, 623, and 628 or equivalent.*

Properties of nucleus, nuclear moments. Alpha decay. Two nucleon problem. Nuclear models. Beta decay, neutrinos, strange particles. Stopping of charged particles and radiation by matter.

PHY 756 Special Relativity 3 credits*Prerequisites: PHY 684 and 691 or equivalent.*

Lorentz transformation. Covariant formulation of mechanics and electromagnetism. Principle of equivalence, gravitational field equations.

PHY 770 Quantum Mechanics I 3 credits*Prerequisites: PHY 628, 630 or equivalent.*

Wave mechanics—physical interpretation, operator, formulation. Exact solutions of the Schrodinger equation for bound and continuum states. Matrix mechanics. Stationary and time-dependent perturbations, WKB approximation. Scattering theory, phase shifts. Born approximation. Atomic and molecular problems. Dirac equation.

PHY 796, 797 Independent Reading 1–3 credits each*Prerequisite: permission of department (to a maximum of 6).*

A program of reading and individual instruction. Registration for this course requires prior written permission from the faculty member who will guide the student's work.

PHY 798 Guided Research 3 credits*Prerequisite: permission of department.*

Work on a research problem under the guidance of a member of the department. Registration for this course requires prior written permission from the faculty member who will guide the student.

GORDON F. DERNER
INSTITUTE OF ADVANCED
PSYCHOLOGICAL STUDIES

Gordon F. Derner Institute of Advanced Psychological Studies

Hy Weinberg Center 220

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Counseling*

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Kate Szymanski

Assistant Professors
Francine Conway
Rosemary Flanagan
Barry Protter
Carolyn Springer

Clinical Professors

Andy Eig
Jonathan Jackson
Sharon Leone
Kirkland Vaughans

Professional Philosophy

Clinical psychology is a combination of scholarly inquiry and professional service. It draws on and contributes to the evolving body of knowledge about the workings of the human mind, while helping patients transform the ways they make meaning and relate to others. To participate in such a complex enterprise, the clinical psychologist requires an unusual balance of qualities, including critical reasoning, erudition, creative imagination, and the empathy and sensitivity to work with patients. An education that aims to produce such a balance of qualities must combine academic learning from across many disciplines with thorough clinical training. Through such a curriculum, the Gordon F. Derner Institute of Advanced Psychological Studies educates clinical psychologists who are both professionals and scholars.

Founded by Gordon Derner in 1951, Adelphi's clinical psychology doctoral program was conceived as the first to emphasize the model of professional education proposed at the Boulder Conference on Clinical Psychology. The Boulder 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 suggest that the program be divided into the following major areas of instruction: general psychology, psychodynamics of behavior, diagnostic methods, therapy, research methods, professional ethics, and related disciplines.

Programs of Study

The Derner Institute offers the following master's, doctoral and postdoctoral programs:

- I. General Psychology (Master of Arts)
- II. School Psychology (Master of Arts)
- III. Mental Health Counseling (Master of Arts)
- IV. Clinical Psychology (Doctor of Philosophy)
- V. Respecialization in Clinical Psychology (Certificate Program)
- VI. Postdoctoral Diploma
 - A. Psychotherapy and Psychoanalysis
 - B. Child and Adolescent Psychotherapy
 - C. Group Psychotherapy
 - D. Postdoctoral Program in Marriage and Couple Therapy
 - E. Postgraduate Program in Psychodynamic School Psychology

Programs and Degrees

The Master of Arts in general psychology is a full- or part-time program, designed to serve three broad groups: (1) students who will be able to make use of a master's degree to advance an already established career direction; (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, but who have no specific career path in mind. Courses for this program are offered at the Garden City campus and Hauppauge Education and Conference Center.

The Master of Arts in mental health counseling is a 60-credit graduate training program designed to help students acquire knowledge regarding helping relationships, groups, lifestyle and career development, and research and evaluation. Students are educated to use this knowledge and the requisite clinical skills to become competent counselors. The program is designed for full-time study. The curriculum is designed to prepare students to be effective entry-level counselors in a variety of settings including schools, community agencies, hospitals, business and industry, and clinics. It complies with the standards for state and national accrediting groups Council for Accreditation of Counseling and Related Educational Programs (CACREP). Mental Health counselors are not yet eligible for licensing in New York State.

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

The Derner Institute also offers four doctoral and postdoctoral programs in psychology. Because the doctoral programs are scholar-professional programs and maintain the standard of a contribution to scholarship as a degree requirement, the Doctor of Philosophy degree is awarded. The doctoral program in clinical psychology prepares students who have a primary career goal of community practice, often combined with academic or research positions. The respecialization diploma program prepares doctoral-level psychologists who wish to make a career shift from another area of psychology into clinical psychology for community practice. The postdoctoral diploma programs prepare candidates for community practice in psychotherapy

and psychoanalysis, in child and adolescent psychotherapy, or in group psychotherapy.

The clinical psychology doctoral program consists of required courses of study with a balance of research, theory, biological and social bases of behavior, and extensive clinical practice in psychodiagnostics and psychotherapy supervised by a faculty member who is a practicing clinician. The respecialization diploma program serves to prepare nonclinical psychologists, through participation in academic work and intensive clinical training, to develop skills equal to those whose doctorates were earned in clinical psychology. The postdoctoral programs consist of a series of seminars in theory, technique, related areas, and case conferences; personal therapy and supervised practice are basic requirements of this program. The master's program consists of seminar and lecture courses in general psychology from a psychodynamic perspective.

Clinical facilities for several of the programs are available on campus and in the community at Creedmoor State Hospital, Nassau County Medical Center, South Oaks Psychiatric Hospital, North Shore University Hospital, Queens General Hospital, several clinics, public schools, and other agencies. The Institute-directed training facilities are the Adelphi University Psychological Services Center and the Postdoctoral Psychotherapy Center. Special on-campus facilities include perception, learning, developmental, cognition, social, and applied research laboratories. There is close interaction with several health-related professional schools: Adelphi School of Nursing, Adelphi School of Social Work, Adelphi School of Business, and Adelphi School of Education.

The clinical psychology program has been APA-accredited since 1957. The doctoral programs qualify graduates for the New York State Psychology licensing examination. Graduates of the postdoctoral program in psychotherapy and psychoanalysis are eligible for society membership in the International Federation of Psychoanalytic Societies.

Master's Degree Programs

Course Prefixes

The course prefix MPS indicates master's level general psychology courses; SPY designates master's level school psychology courses; PMH designates master's level mental health counseling courses; PSI designates doctoral psychology courses. The remaining prefixes (EDS, ECH, EEC, SPH) designate courses within the School of Education.

The Master of Arts in General Psychology (36 credits)

The Master of Arts in general psychology requires completion of a 36 credit course of study composed of 15 core credits and 21 elective credits. Courses are offered each fall, spring, and summer. Students typically complete their degree requirements in one year. Students may elect but are not required to select a concentration in preclinical forensic psychology or industrial organizational psychology.

The following is a typical schedule for a full-time student:

Fall

MPS 606	Psychological Research I
MPS 603	Psychopathology
MPS 609	Cognition and Consciousness
—	Elective

Spring

MPS 607	Developmental Psychology
MPS 646	Research II: Program Evaluation
—	Elective

Summer I

—	Elective
—	Elective

Summer II

—	Elective
—	Elective
—	Elective

The Master of Arts in Mental Health Counseling (60 credits)

The Master's in mental health counseling is a full-time, 60-credit program that includes 16 required courses (48 credits, including two 3-credit internships (totaling 900 hours), one 3-credit practicum (totaling 100 hours)) and four elective-courses (12 credits). New York State has not yet approved any mental health counseling programs for licensure, however, this program is designed to meet the requirements for accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students are prepared to be skilled, knowledgeable, and ethical mental health counseling professionals providing services to individuals, groups, and families. Graduates will demonstrate competency in the diagnosis and treatment of mental disorders; an understanding and respect for human diversity; the development of an identity as a mental health counselor; the development of strong written and oral communication skills; the ability to facilitate client growth, development, and coping skills; the ability to utilize a variety of interventions within individual, marital, couple, and group settings; and respect for the ethics and standards of practice endorsed by the mental health counseling profession.

Program Overview

Required courses 48 credits

Elective courses 12 credits

Total credits required = 60 credits

Courses are 3 credits unless otherwise noted.

Fall 1

Required Courses

MPS 606	Research Design I
PMH 501	Mental Health Counseling I (including ethics)
MPS 603	Personality, Psychopathology, and Diagnosis
MPS 607	Developmental Psychology

Spring 1

Required Courses

MPS 646	Research Methods II: Program Evaluation
PMH 502	Mental Health Counseling II
PMH 521	Group Counseling
MPS 630	Clinical Assessment

Summer 1

Required Courses

PMH ---	Counseling Practicum (100 hours) <i>Please see adviser for course number.</i>
PMH 506	Professional Development Seminar and Ethics
MPS 618	Trauma
PMH 522	Family Counseling

Fall 2

Required Courses

PMH 505	Multicultural Issues in Counseling
PMH 504	Counseling Internship (6 credits; 900 hours over a minimum of 2 semesters)
PMH 507	Vocational Counseling
Elective	Choose <i>one course</i> from program electives listed below

Spring 2

Required Courses

PMH 504	Continued Counseling Internship
Electives	Choose <i>three courses</i> from program electives listed below

Program Electives

MPS 520	Eating Disorders
MPS 609	Consciousness and Cognition
MPS 615	Substance Abuse Counseling
MPS 626	Abuse in Intimate Relations: Therapeutic and Legal Issues
MPS 628	Psychopathology of Childhood
MPS 635	Hypnosis and Pain Management
MPS 666	The Criminal Mind
MPS 667	Psychology of Family Violence
MPS 670	Psychology of the Victim

The Master of Arts 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 12 credits in assessment and a 30-credit core of school practice preparation, which includes the internship. In addition to the internship there are various field placements and practica within the 30-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; currently there is a shortage of school psychologists. 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 212 B Blodgett Hall. The director of the program is Rosemary Flanagan, Ph.D., A.B.P.P., (516) 877-4743.

Program Overview

Courses are 3 credits unless noted otherwise.

Psychology Foundations (15 credits)

Required Courses:

MPS 603 Theories of Psychopathology
SPY 602 Psychoanalytic Theory

Variable Courses (choose 9 credits):

MPS 602 Theories of Personality
MPS 607 Developmental Psychology
MPS 609 Consciousness and Cognition
SPY 702 Urban Issues In Psychology
SPY 704 Gender Issues In Psychology

Educational Foundations (9 credits)

Required Courses:

SPY 604 Overview of School Support Services

Variable Courses (choose 6 credits):

EDS 601 School and Society
ECH 600 Childhood Development
EEC 600 Introduction to Special Education
EEC 700 Families, Culture, and Children
EDU 723 Special Topics in the Emotional Life of the Child
SPH 603 Language Disorders in Children

Assessment (12 credits)**Required Courses:**

SPY 607–608	Intellectual Assessment I, II
SPY 605	Personality Assessment
EEC 720	Formal and Informal Methods Assessment

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

SPY 610	Psychopathology of Children and Adolescents
SPY 612	Clinical Intervention in a School Setting
SPY 614	Proseminar in School Psychology
SPY 616	Consultation in School Settings
SPY 618	Practicum in School Psychology
SPY 619–620	Internship in School Psychology I, II
SPY 621	Practicum in School Psychology II
SPY 708	Counseling Techniques in School Psychology
SPY 710	Principles of Behavior Change

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

SPY 622	Statistics for School Psychologists
SPY 624	Introduction to Tests and Measurements

Variable Courses (*choose 3 credits*):

MPS 606	Psychological Research
EDS 603	Inquiry I

Doctoral and Postdoctoral Programs

Since 1951, the Institute and its precursor programs have accepted as a responsible educational goal in clinical psychology the training of scholar-professionals 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, develop-

mental 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 weekly colloquium 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 are 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.

The Ph.D. in Clinical Psychology**First Year***Fall*

PSI 620	Psychodynamics of Behavior: Freudian Theory
PSI 625	Psychological Testing I: Advanced Clinical Psychology I
PSI 628	Assessment of Personality
PSI 734	Developmental Psychology
PSI 640	Research Conference
PSI 644	Statistics I Statistics Lab
PSI 632	Initial Intake Seminar I
PSI 647	Research Design

Spring

PSI 621	Clinical Psychopathology
PSI 626	Psychological Testing II: Advanced Clinical Psychology II
PSI 645	Statistics II Statistics Lab
PSI 642	Research Work Group I
PSI 633	Initial Intake Seminar II
PSI 630	Assessment of Learning Disabilities

Second Year*Fall*

	Externship
PSI 736	Social Psychology
PSI 724	Psychoanalytical Psychotherapy I: Principles
PSI 623	Child Psychopathology
PSI 712	Diagnostic Practicum I
PSI 700	Case Conference I
PSI 643	Research Work Group II

Spring

	Externship
PSI 830	Object Relations
PSI 722	Psychoanalytic Psychotherapy II: Processes Advanced Clinical III
PSI 742	Research Work Group III
PSI 746	Applied Clinical Research

PSI 713	Diagnostic Practicum II
PSI 701	Case Conference II

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 832	Cognition
PSI 831	Group Dynamics
PSI 833	Disorders of Self
PSI 812	Psychotherapy Practicum I
PSI 800	Case Conference III
PSI 743	Research Work Group IV
	One Elective

Spring

PSI 850	Ethics
PSI 739	Humanistic, Cognitive Approaches to Psychotherapy
PSI 813	Psychotherapy Practicum II
PSI 801	Case Conference IV
PSI 817	Continuing Doctoral Supervision
PSI 835	History and Systems of Psychology
	One Elective

Fourth Year*Fall*

PSI 834	Multicultural Issues I: Sex and Gender
PSI 803	Concentration Case Conference Seminar I
PSI 818	Continuing Doctoral Supervision
PSI 824	Physiological Psychology
PSI 851	Colloquium I
	One Elective

Spring

PSI 804	Concentration Case Conference Seminar II
PSI 819	Continuing Doctoral Supervision

PSI 838	Multicultural Issues II: Race, Class, and Ethnicity
PSI 852	Colloquium II
PSI 825	Clinical Neuropsychology
One Elective	

Fifth Year

<i>Fall</i>	Internship I
<i>Spring</i>	Internship II

Respecialization Program**First Year**

<i>Fall</i>	
PSI 620	Psychodynamics of Behavior: The Development of Freudian Psychology
PSI 625	Advanced Clinical Psychology I
PSI 700	Psychotherapy Case Conference I
PSI 712	Clinical Practice I: Psychodiagnostics
PSI 715	Clinical Practicum I
<i>Spring</i>	
PSI 621	Clinical Psychopathology
PSI 626	Advanced Clinical Psychology II
PSI 701	Psychotherapy Case Conference II
PSI 713	Clinical Practice II: Psychodiagnostics
PSI 716	Clinical Practicum II

Second Year

<i>Fall</i>	
PSI 724	Techniques of Psychotherapy
PSI 800	Psychotherapy Case Conference III
PSI 812	Clinical Practice III: Psychotherapy Practicum
PSI 834	Multicultural Issues I: Sex and Gender
PSI 830	Disorders of the Self

<i>Spring</i>	
PSI 801	Psychotherapy Case Conference IV
PSI 813	Clinical Practice IV: Psychotherapy Practicum
PSI 820	Child Psychotherapy
PSI 830	Object Relations Theory
PSI 850	Ethics and Professional Issues

Transfer Credits

Students who have taken master's level psychology courses from another university may apply for written permission by the dean and program director to transfer up to a maximum of 6 credits. Transfers are considered only for those courses in which the student received a minimum grade of "B". Under no circumstances will more than 6 credits be transferred.

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.

Admission**Master's in Mental Health
Counseling Program:**

All admissions are for the fall. The application deadline is June 1.

Applicants are required to have prerequisite courses (or their equivalents) in developmental psychology; research methods; psychopathology; and cognitive psychology. A *minimum* GPA of 3.5 is required, as well as the Graduate Record Examination (GRE) (General and Subject) and an Admissions interview.

Master's in General Psychology

Program:

Rolling admission. Students may start Fall, Spring, or Summer.

Applicants are required to have a GPA of at least 3.0 (*the GRE is not required*) 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: developmental psychology; psychopathology; and research design or experimental psychology.

Master's in School Psychology

Program:

All application materials must be received by November 30 for spring admission.

All application materials must be received by March 1 for fall admission.

Applicants are required to have an overall GPA of at least 3.0 (*the GRE is not required*) and 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 3 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?

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 required group interviews.

Admission to Respecialization and Postdoctoral Programs

For the respecialization program applicants are required to have a doctorate in psychology and a personal group interview.

For postdoctoral programs applicants are required to have a doctorate in a mental health specialty and two personal interviews.

Questions regarding individual programs may be directed to the appropriate program director: for the master's programs in general psychology and mental health counseling contact Lenore Heller at 877-4802 or 877-4829; for the master's program in school psychology contact Rosemary Flanagan at 877-4743; for the doctoral program contact Patrick Ross at 877-4806; and for Post-Doctoral programs contact Joseph Newirth at 877-4835.

Please see Chapter XIII "Admissions" for application procedures.

Doctoral Degree Requirements

Ph.D.: Four years full-time on campus, including an externship, plus one year full-time internship for clinical psychology. Second-year research project required. Dissertation required, written comprehensive not required, oral comprehensive not required, oral dissertation defense required. Six years average time to completion of program.

Respecialization Diploma in Clinical Psychology

Doctorate in psychology other than clinical psychology required, dissertation not required, two years in clinical courses and clerkships plus one year internship required. Three years average time to completion of program.

Postdoctoral Diploma in Psychotherapy and Psychoanalysis

Doctorate and state license in an area of mental health, including psychology, psychiatry, social work, or psychiatric nursing, required; dissertation not required; four years part-time, including personal analysis, supervision, courses, seminars, and case conferences, required; written comprehensive not required; oral case presentation at end of third year required; supervisory evaluations required. Four years average time to completion of program.

Postdoctoral Diploma in Child and Adolescent Psychotherapy

Doctorate and state license in an area of mental health, including psychology, psychiatry, social work, or psychiatric nursing, required; dissertation not required; three years part-time, including personal therapy, supervision courses, seminars, and case conferences, required; written comprehensive not required; oral case presentation at end of second year required; supervisory evaluations required. Three years average time to completion of program.

Postdoctoral Diploma in Group Psychotherapy

Doctorate and state license in an area of mental health; two years part-time including personal group therapy, supervision courses, seminars, supervised evaluation required. Three years average time to completion of the program.

Minority Considerations

Special care is taken to recruit and to help provide financial assistance for qualified 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.

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; 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, Levermore Hall.

Graduate Assistantships

For clinical 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 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

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

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.

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.

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.

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.

COURSES OF INSTRUCTION

GORDON F. DERNER

INSTITUTE OF ADVANCED PSYCHOLOGICAL STUDIES

Master's Courses

General Psychology Program

MPS 520 Eating Disorders *3 credits*

This course will cover body image disturbances; body-related affective problems; anorexia nervosa; bulimia nervosa; binge eating disorder; obesity; socio-cultural pressures; dieting; and mood problems. For each of the four eating disorders, we will review causal models, as well as prevention and treatment approaches.

MPS 603 Psychopathology, Personality, and Diagnosis *3 credits*

This course provides an introduction to the field of psychopathology and personality. In order to ensure coverage of the range of psychopathology and personality, course material will be organized by diagnostic categories.

MPS 604 History and Systems of General Psychology and Psychoanalysis *3 credits*

A tracing of historical roots of psychology from philosophy and physiology from the 17th century to modern times. Emphasis is given to development of experimental psychology and psychoanalysis in Germany, France, Great Britain, Russia, and the United States.

MPS 605 Social Psychology *3 credits*

A comprehensive study of the social aspects of human behavior with emphasis on the effects of social and sociocognitive variables upon psychological process. Topics include attitudes and attitude change, attribution theory, social cognition, and aggression. Class meetings focus on research findings, methodology, and the development of theory.

MPS 606 Research Design I *3 credits*

This is the first course in year-long sequence, see MPS 646. This course introduces students to different approaches and techniques for conducting behavioral and social research with stronger emphasis on experimental and quasi-experimental methods.

MPS 607 Developmental Psychology *3 credits*

This course provides a clear understanding and working knowledge of various theories of psychological development. Perspectives include: environmental, maturational,

ethological, educational, organismic, cognitive moral, learning theory, psychoanalytic, experiential, humanistic, and life stages. The course aims to increase the student's ability to recognize developmental issues as they manifest themselves in life. The goal is for students to use this knowledge for their own insight and development as well as a thoughtful understanding of treatment for their own patients.

MPS 608 Multicultural Issues in Counseling *3 credits*

It is commonly appreciated that future clinicians will more frequently be working with patient populations that are neither white, middle class, nor heterosexual. To work effectively with diverse patients it is important to appreciate the unique worldviews of patients who are members of various minority groups who may have been subjected to various prejudices and biases. Standard treatment approaches must be tailored to the unique needs of special patient populations.

MPS 609 Consciousness and Cognition *3 credits*

Topics or issues are selected from cognitive psychology with a view toward the development of proposals for future research. Specific problem areas that could be discussed include concept formation, long-and short-term memory, the effects of input and output modality, cognitive factors in information processing, creativity, individual differences in problem solving, and cognition in inhuman species. The goals for this course include acquiring knowledge about the research and thinking in the field of cognitive psychology and theories of consciousness; being able to translate ideas into a testable format; and developing a 'critical' or 'scientific' attitude towards the acquisition and evaluation of new material.

MPS 612 Contemporary Views of Psychoanalysis *3 credits*

A look at the work of post-Freudian psychoanalysis and other schools of psychoanalysis which have developed since Freud including object relations interpersonal and self psychology.

MPS 613 Theories of Industrial and Organization Psychology *3 credits*

This course will provide an introduction to theoretical and methodological foundations of industrial and organizational psychology including general systems approaches, motivation, theories of intelligence, human learning and introductions to psychometric and experimental procedures; the study of the individual and job measurement and the management of individual behavior in organizations including assessment of attitudes, abilities, skills, vocational preferences and personality assessment, job and task analysis, organizational effectiveness, recruiting selection, placement and personal training, conflict management, organizational structure, dynamics, role making and control systems; the study of behavior processes in organizations including job satisfaction, stress, decision making, problem solving, group influences, leadership, communication, change processes; cross cultural and gender related issues within the organization.

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MPS 615 Substance Abuse *3 credits*

This course examines substance use, abuse, and addictions, and their impact on individual behavior and social functioning. Additionally, a discussion of public policy trends, legal regulation of alcohol and substances, cultural issues and prevention programs will be covered.

MPS 616 Personality Disorders: Disorders of the Self *3 credits*

This course will explore the psychodynamics of the various personality styles. Obsessive compulsive, hysteric, depressive, masochistic, narcissistic, schizoid, paranoid, and anti-social style and character disorder will be elucidated. The etiology and treatment of the various character disorders will be examined. Character disorders will be approached from psychoanalytic, cognitive-behavioral, and psychiatric (i.e., Axis II of DSM IV) perspective.

MPS 617 Psychology and Literature *3 credits*

This course enables students to develop analytical skills used to discern psychological factors in human nature and social relationships.

MPS 618 Trauma *3 credits*

This course provides an introduction to the psychology of trauma, outlining the ways in which various traumata have been understood and treated by clinicians with differing theoretical orientations. The course will cover short and long term sequelae, defensive processes, diagnostic issues and treatment considerations, with particular attention to the events of September 11, 2001, sexual trauma, and traumatic death. The goal of the course is to familiarize students with varying psychological perspectives on trauma through discussions of relevant literature and case material.

MPS 621 Psychology and the Movies *3 credits*

This course uses the elements of filmmaking to deconstruct the psychological make-up of a movie character. Students will apply critical and analytical thinking to a process that appears intuitive. The movies span a period of 50 years, thereby offering an opportunity to discern cultural subtext from an ever-changing societal backdrop.

MPS 622 Psychology in Advertising *3 credits*

This course discusses advertising in terms of psychological theory and observations of consumer behavior. The information and fundamental insights presented regarding advertising are useful for consumers as well as for potential practitioners of organizational psychology. Both print and television advertisements are analyzed in terms of psychological principles and classic theories of consumer behavior. The course also covers consumer persuasion in the movies and television media (between the commercials) and in sports entertainment.

MPS 626 Abusive Relations: Therapeutic and Legal Issues *3 credits*

The objective of this course is to acquaint the student with the therapeutic and legal issues related to intimate relationships where abuse occurs. There will be particular emphasis

on applying this information to the psychotherapeutic treatment of individuals in these relationships.

MPS 627 Clinical Interventions *3 credits*

This course surveys psychotherapy techniques experientially. Different models of technique both within the psychoanalytic tradition and those that depart from that tradition will be reviewed in a comparative manner. By exploring psychotherapeutic practices and techniques from a variety of perspectives, students will be able to evaluate their usefulness in clinical practice.

MPS 628 Psychopathology of Childhood *3 credits*

This course will cover several broad categories of childhood psychopathology. The course will discuss various child and adolescent psychopathologies, including their causes, diagnosis, assessment, as well as interventions. Discussion will include consideration of development issues in diagnosing childhood psychopathology. Psychopathology will be discussed according to various theoretical constructs, including psychoanalysis, behavioral, psychosocial, cognitive, and family dynamics.

MPS 630 Clinical Assessment *3 credits*

This class will familiarize the student with the basic tools that clinicians utilize to assess and diagnose psychopathology. Projective tests such as the Rorschach, TAT, and figure drawings will be discussed. Objective tests of personality such as the MMPI and the Millon Multi-Axial Inventory will also be covered. Tests of cognitive functioning such as the WAIS that have relevance for personality assessment will be discussed. The role of the structured clinical interview in personality assessment will be examined. The Mental Status Examination and the Social History will be reviewed as part of a thorough assessment process. The relationship between personality assessment and formal psychiatric diagnosis according to the DSM-IV will be examined. The general forms of psychopathology (i.e. depression, anxiety, personality disorders, psychoses, etc.) to be detected through clinical assessment will be covered.

MPS 635 Hypnosis and Pain Management *3 credits*

The course, which explores present day applications of hypnosis and suggestion will be reviewed as used in medicine, psychology and dentistry. Pain management as related to the above will be discussed and evaluated. Hypnosis as a treatment modality will be taught and the techniques of script writing for various modalities will be investigated.

MPS 646 Research II: Program Evaluation *3 credits* *Prerequisite: MPS 606*

This is the second semester course in a year-long sequence. During the second semester students use the foundation established during the first semester in experimental and quasi-experimental methods as a guide for understanding non-experimental methods. Students are introduced to the basic concepts and approaches of sampling, questionnaire construction, unobtrusive methods, survey and interview research, systematic observation, focus groups, case studies, and program evaluation. Students are also introduced to

techniques for conducting cross-cultural research. Students learn how to analyze qualitative data in addition to strengthening their quantitative analysis skills.

MPS 666 The Criminal Mind 3 credits

The purpose of this course is to review the various psychological theories of criminal and aggressive behavior, and to provide students with an understanding of the origins and etiology of psychopathy. Theoretical viewpoints from psychodynamic, psychoanalytic, cognitive, behavioral, social learning, and developmental psychologists will be discussed. A general overview of special topics such as psychology of incarceration, juvenile offenders, gangs, serial murder, anti-social personality, and sex crimes and how they relate to the explanation of criminal behavior will be addressed.

MPS 667 Psychology of Family Violence 3 credits

This course is designed to address the psychological factors that lead to juvenile delinquency and family violence. These factors are examined using psychodynamic and developmental approaches. The legal system, institutional responses to juvenile offenders, and the role of treatment and the clinician in the juvenile justice system and family violence are discussed.

MPS 669 Profiling the Homicidal Offender 3 credits
Prerequisite: MPS 666.

This course will provide students with an understanding of the developmental and psychological issues in regard to offender profiling, the use of various psychological theories in profiling, the role of the profiler in criminal investigations, and the importance of research in the field. Through the presentation of relevant homicide case studies and class discussion, students will be able to apply psychological theories as a means to further enhance their understanding of the profiling concept.

MPS 670 Psychology of the Victim 3 credits

This course is designed to address the theoretical and clinical issues for the victim, their families, and law enforcement employees who become victims. The focus will be on community attitudes, interactions of the victim with the criminal justice system, and programs for rehabilitation. The goal of this course is to provide students with an understanding of the psychodynamic and developmental factors that contribute to juvenile acts of crime and aggression and family violence. Through relevant case studies, students will be able to apply theory and propose treatment approaches. Students will gain an understanding of the legal and institutional responses to juvenile crime and family violence, and the role of the clinician within the juvenile justice system.

MPS 791 Independent Study 3 credits

Individual reading and/or research under faculty supervision. Students are guided in the preparation of an appropriate master's level thesis project.

MPS Special Topics 3 credits

Special Topic courses are offered on a variety of subjects at various times. Students must meet with their adviser for specific course information. Examples include, but are not limited to:

- Talent Selection and Assessment in Organizations
- Executive Coaching in Organizations
- Pre-employment Assessment in Organizations
- Negotiation, motivation and Conflict Resolution in Organizations
- Psychology of Aging
- Vocational Counseling

Master's Courses
Mental Health Counseling

Required Courses:

MPS 603 Psychopathology, Personality, and Diagnosis 3 credits

See course description under "Master's Level Courses, General Psychology."

MPS 606 Research Design I 3 credits

See course description under "Master's Level Courses, General Psychology."

MPS 607 Developmental Psychology 3 credits

See course description under "Master's Level Courses, General Psychology."

MPS 618 Trauma 3 credits

See course description under "Master's Level Courses, General Psychology."

MPS 630 Clinical Assessment 3 credits

See course description under "Master's Level Courses, General Psychology."

MPS 646 Research Methods II 3 credits

The emphasis in this course is on understanding and planning an evaluation study. This course will focus mainly on applications to health and mental health settings with an emphasis on public health. Practical and ethical problems encountered in evaluating health and mental health programs will also be discussed.

PMH 501 Introduction to Mental Health Counseling I 3 credits

This course is a central course in the new master's program in counseling and psychotherapy. The course outlines the central concepts and theories of counseling and psychotherapy, providing the student with a basic understanding of important therapeutic themes and approaches in the field.

PMH 502 Mental Health Counseling II 3 credits

A continuation of Mental Health Counseling I, this course prepares students for practice by its focus on the dynamics and components of the counseling relationship, and on the

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theory and practice of counseling interventions. The course will include equal emphasis on conceptual foundations of counseling and on practical applications.

PMH 504 Counseling Internship *6 credits* (900 hours over a minimum of 2 semesters)

This course is designed to offer supervised experience in the practice of counseling. The internship provides a context in which students can integrate and apply theories and concepts from the classroom into the clinical setting.

PMH 505 Multicultural Issues in Mental Health Counseling *3 credits*

This course focuses on theoretical models, research, and techniques and interventions for working with diverse populations in various settings. Issues to be addressed include worldviews; cultural transference/countertransference; acculturation and acculturative stress; racial/ethnic identity; family acculturation conflicts; culture-centered interventions; community empowerment; prejudice-reduction techniques; multicultural supervision; and multicultural training models.

PMH 506 Professional Development Seminar and Ethics *3 credits*

This course is a forum for discussion of a wide variety of issues related to special topics that students may encounter in the mental health counseling field. Practitioners from various backgrounds will come in weekly to present their expertise.

PMH 507 Vocational Counseling *3 credits*

Work is of prime importance and absorbs a major portion of the time and energy of most adults. This course will examine the nature of work and vocational development from a conceptual and research perspective. The course content will include (1) the study of the world of work as it impacts one's psychological and sociological life, (2) examination of career development and decision-making theories, and the application to counseling, (3) identification of informational resources related to career development, and (4) exploration of the needs of clients from diverse backgrounds.

PMH 521 Group Counseling *3 credits*

This course provides an overview of the basic elements of group process, with a focus on stages of group development. The course will involve a combination of didactic and experiential elements.

PMH — Counseling Practicum *3 credits* Please see adviser for course number.

This is a one-semester, three-credit course designed to offer supervised experience in the practice of counseling. Students are required to participate in a 100-hour practicum. Students will participate in direct client contact, and learn about the clerical aspects of the field at their site. The practicum will provide a context in which students can integrate and apply theories and concepts from the classroom into the clinical setting.

PMH 522 Family Counseling *3 credits*

This course provides an in-depth exploration of various models of family and related interventions. Emphasis will be placed on understanding families, therapeutic approaches to working with families, research in family therapy, and special populations encountered in family therapy.

Electives

MPS 520 Eating Disorders *3 credits*

See course description under "Master's Level Courses, General Psychology."

MPS 609 Consciousness and Cognition: Theories of the Mind *3 credits*

See course description under "Master's Level Courses, General Psychology."

MPS 615 Substance Abuse Counseling *3 credits*

See course description under "Master's Level Courses, General Psychology."

MPS 626 Abusive Relations: Therapeutic and Legal Issues *3 credits*

See course description under "Master's Level Courses, General Psychology."

MPS 628 Psychopathology of Childhood *3 credits*

This course will cover several broad categories of childhood psychopathology. The focus will be on a select number of major diagnostic and intrapsychic factors, which serve as a foundation for understanding such behavior. A special emphasis is placed on an understanding of a child's inner experience of the world, based on various psychoanalytic theories.

MPS 635 Hypnosis and Pain Management *3 credits*

See course description under "Master's Level Courses, General Psychology."

MPS 670 Psychology of the Victim *3 credits*

See course description under "Master's Level Courses, General Psychology."

MPS 666 The Criminal Mind *3 credits*

See course description under "Master's Level Courses, General Psychology."

MPS 667 Psychology of Family Violence *3 credits*

See course description under "Master's Level Courses, General Psychology."

Master's Courses**School Psychology Program****Psychological Foundations**

MPS 602 Theories of Personality 3 credits
(See description in General Psychology)

MPS 603 Theories of Psychopathology, Personality, and Diagnosis 3 credits
(See description in General Psychology)

SPY 602 Psychoanalytic Theory 3 credits
This course surveys the origins, development, and contemporary elaborations of psychoanalytic theory. Beginning with Freud's work in articulating the "talking cure," the course surveys historical and contemporary trends in psychoanalysis, including Classical psychoanalysis, ego psychology, object relations, interpersonal psychoanalysis, self-psychology, contemporary relational approaches, and Lacanian psychoanalysis.

MPS 607 Developmental Psychology 3 credits
(See description in General Psychology)

MPS 609 Consciousness and Cognition 3 credits
(See description in General Psychology)

SPY 702 Urban Issues in Psychology 3 credits
This course offers an overview of urban schools from a psychological perspective. Students are introduced to issues of race, poverty, and educational policy, and the role of psychology in schools is critiqued. Modes of intervention and assessment that are empowering for children who are poor and children of diverse ethnic, class, and sexual orientation are addressed.

SPY 704 Gender Issues in Psychology 3 credits
This course focuses on historical and contemporary perspectives on gender in psychology, beginning with Freud, and including sociopolitical and discursive understandings. Contemporary gender practices in our society are examined, including what counts as gender; the roles of women in our society; and implications for clinical practice.

Educational Foundations

SPY 601 School and Society 3 credits
Through an examination of the sociological, historical, political, and philosophical aspects of schooling students are prepared to understand the role of schools in society and how various factors affect teachers, students, and schooling. Students examine the relationship between culture and schooling and the ways in which different cultural groups are educated in our society. Emphasis is placed on inequalities of race, class, gender, and culture within the educational system and how these inequalities may be ameliorated by teachers. Additionally, the course explores the education of students with special needs, including disabling conditions, and students whose first language is not English. Through an examination of school organization and philosophy, students are introduced to different ways of organizing schooling.

SPY 604 Overview of

School Support Services 3 credits
This course is designed to introduce beginning psychologists to the range of services schools must provide as well as the legislative and policy issues surrounding the provision of these services. The course will explore the varied roles of the school psychologist, a range of pre-referral, academic and related services such as speech therapy, occupational and physical therapy, remedial reading and social work services.

ECH 600 Childhood Development 3 credits
This course studies child development from conception to adolescence. Lectures and readings focus on historical and cultural perspectives on childhood, genetics, and environmental health; the evolution based approach to development; research on infant perception and language development; social development; and abnormal development. Major theorists such as Freud, Kohlberg, and Piaget are discussed with an emphasis on their theories of personality and cognitive development.

EEC 600 Introduction to Special Education 3 credits
This course is designed to introduce regular education and prospective special education teachers to students with special needs. Topics include the legal/historical foundation of special education, referral and identification processes, family involvement, and descriptions of student with the various classifications as well as students with special health care needs. The course will focus on the Individual Education Plan (IEP) and research-based teaching strategies. Field (practicum) experiences constitute part of the course requirements, including the child study and observation in settings that include special education students.

EEC 700 Family, Cultures, and Children: Understanding Children with Special Needs 3 credits
This course examines the cultural and historical influences of families and educational institutions on children's development. Young children's cognitive, linguistic, and affective growth, in relation to the impact of the culture of their family and school, will be explored.

EDU 723 Special Topic: Emotional Life of Children and the Possibility of Classroom as Community 3 credits
Designed for school personnel, this course is designed to engage participants with ways of thinking about the emotional life of children. Students are introduced to psychological, phenomenological, and literary understandings of the nature of childhood experience, and methods of creating a classroom community and practicing discipline that diminish anxiety and enhance the emotional well-being of children. Considerations of cultural differences and special needs are also included.

SPH 602 Language Disorders in Children 3 credits
An in-depth study of communication disorders exhibited by children birth to five years of age with developmental disabilities. Language assessment techniques and remediation strategies are discussed in terms of normal developmental models. Multicultural/multilingual and technology issues are considered.

Assessment**SPY 607 Intellectual Assessment I** *3 credits*

To introduce students to major cognitive and achievement measures that are commonly used in school and clinic-based practice, and to train students to administer, score, interpret, and report on these measures in a competent manner. The course will address theory and practice.

SPY 608 Intellectual Assessment II *3 credits*

This is an advanced course in administration and interpretation of individual measures of intelligence. Focus will be on the Stanford-Binet Intelligence Scales. The purpose of this course is to develop report-writing skills including collecting and organizing background information, observing and describing behavior, and synthesizing information from a range of evaluation sources.

SPY 605 Personality Assessment I *3 credits*

This is a laboratory course in personality assessment, designed to teach administration scoring and interpretation of personality assessment instruments. The instruments consist of direct assessment methods and projective techniques. Tests have been selected for study that are currently employed in schools and mental health facilities for children and adolescents.

EEC 720 Formal and Informal Methods of Assessment *3 credits*

In this course, students will develop an understanding of the assessment process. Various approaches to assessment will be explored including: norm-referenced standardized tests, performance-based assessment, authentic assessment, portfolios, curriculum-based assessment, and criterion-referenced assessment.

School Practice Core**SPY 610 Psychopathology in Children and Adolescents** *3 credits*

This course will cover several broad categories of childhood psychopathology. The focus will be on a select number of major diagnostic and intra-psychic factors, which serve as a foundation for understanding such behavior. A special emphasis is placed on an understanding of a child's inner experience of the world, based on various psychoanalytic theories.

SPY 612 Clinical Interventions in School Settings *3 credits*

This course aims at preparing students to sharpen clinical sensitivity to the child in the context of the family and school environment. This includes recognition that fulfillment of the child's developmental needs requires negotiation of both family and school, while listening to and respecting the inner world of the child.

SPY 614 Proseminar in School Psychology *3 credits*

An overview of the roles and functions of school psychologists. The history, background, and scientific basis of school

psychology are explored, as are ethical responsibilities, diagnosis and evaluation, clinical intervention, consultation with parents and teachers, and working with culturally and linguistically diverse populations, and children with special needs.

SPY 616 Consultation in School Settings *3 credits*

This course is designed to introduce students to school consultation. The overarching goals of the course include preparing trainees to: help teachers and other school personnel function more effectively with the students, parents and communities they serve, and help teachers and administrators function more effectively with each other.

SPY 618 Practicum in School Psychology *3 credits*

This course will be devoted to teaching clinical skills for school psychologists. Primary focus will be on clinical issues arising from fieldwork. Advanced issues in diagnosis will be covered and techniques from report writing and parent interviewing and counseling will be stressed both in class and in supervision.

SPY 619 School Psychology Internship I *3 credits*

Students must have completed at least 45 credits in the school psychology program before they can take this course. This must include all required assessment and clinical courses. New York State Education Department regulations set these requirements for one to receive a School Psychologist-Training-Certification. This certification is necessary to function in a school as a school psychology intern. Although this certification is called an internship for certification purposes, this experience is considered an externship for the state license as a psychologist.

SPY 620 School Psychology Internship II *3 credits*

Students are assigned to a public or private school under the supervision of a certified school psychologist for a minimum of four full days. Seminar will focus on New York State Child Abuse reporting law, models of service delivery in school psychology, crisis intervention skills, and assessment and intervention strategies.

SPY 708 Counseling Techniques in School Psychology *3 credits*

Students receive practice in counseling in schools. Students spend time weekly in a school and learn to conceptualize cases and plan their work with clients. They present sessions of their work in class where it is reviewed and discussed. Ethical and legal issues as they relate to counseling are addressed.

SPY 710 Principles and Practices of Behavior Change *3 credits*

Students will be introduced to an integrative and multicultural framework for diagnosis and learning interventions for work with children and adolescents. They also be in placed in a supervised fieldwork setting in an urban school where they will be observing and working with children and adolescents from a variety of cultural backgrounds.

Research

SPY 622 Inferential Statistics for School Psychologists 3 credits
Students will be given a basic introduction to computer analysis. Students will be expected to learn to analyze data using SPSS. Throughout the courses students will be instructed on how to write up the results of statistical analyses using A.P.A. format.

SPY 624 Introduction to Tests & Measurements 3 credits
This course is designed to teach the student the basic and advanced concepts in psychometric theory. Emphasis will be placed on the understanding of the application of psychometric theory to measurement problems in applied settings.

SPY 606 Research Methods 3 credits
This course will cover a number of advanced experimental and statistical techniques, which have been shown to have specific usefulness in psychological research and will feature a critical analysis of research articles.

EDS 603 Inquiry I 3 credits
This course emphasizes the need for having knowledge and competency to understand and conduct research in an educational setting utilizing appropriate research methods. The course also focuses on the skills necessary to identify research problems in one's area of study, locate resources, find literature, identify research designs, and have a working knowledge of basic statistical nomenclature and methods.

Doctoral Courses

PSI 620 Psychodynamics of Behavior: The Development of Freudian Psychology 3 credits
Examination of development of Freud's thought from his early explorations of the unconscious and neurosis (id psychology) to the later work on the structure of personality (ego psychology).

PSI 621 Clinical Psychopathology 3 credits
Review of psychopathology theory and treatment, focusing on DSM IV, an understanding of dynamics in pathological behavior, and the ability to communicate with patients in a therapeutic manner.

PSI 623 Child Psychopathology 3 credits
This course is divided into three parts:
1. Special diagnostic considerations in work with children;
2. An introduction to psychoanalytic developmental theory, with particular emphasis on object relations theory;
3. Applied clinical issues with children, with special focus on learning disabilities and borderline disorders.

PSI 625 Advanced Clinical Psychology I 3 credits
Theory and history of psychodiagnostics with special reference to the concept and measurement of intelligence. Introduction to the concept of character structure and the different character types and the relevance to psychodiagnostics. Clinical experience in cognitive instruments including Wechsler scales and the Bender Gestalt. Lectures, laboratory, and weekly clinical practicum one day in public school or in community agency.

PSI 626 Advanced Clinical Psychology II 3 credits
Continuation of PSI 625 with emphasis on personality assessment. Integration of diagnostic information with oral and written reports. Lectures, laboratory and, in conjunction with PSI 628, weekly clinical practicum one day in public school or in community agency.

PSI 628 Assessment of Personality 3 credits
Emphasis on interpretation of projective techniques in psychological assessment. Full batteries administered by groups of two students for class use in developing diagnostic hypotheses. Lectures, laboratory, and, in conjunction with PSI 626, weekly clinical practicum one day in public school or in community agency.

PSI 630 Assessment of Learning Disabilities 3 credits
This course will introduce students to clinical and practical issues in dealing with and diagnosing learning disorders.

PSI 632 Initial Intake Seminar 1.5 credits
This course, the first of four in the clinical training sequence, covers procedural and process aspects of the initial interview.

PSI 633 Initial Intake Seminar II 1.5 credits
This course is a continuation of PSI 632.

PSI 640 Research Conference 0 credits
A continuous weekly research conference in the first semester for first-year students.

PSI 642, 643, 742, 743 Psychological Research I, II, III, IV 3 credits each
Year-long intensively supervised research practicum. Students complete an empirical research study under the supervision of a mentor of their choice.

PSI 644 Advanced Psychological Statistics 3 credits
Statistical procedures related to simple research designs. Major topics include sampling theory and special applications in determining statistical reliability, chi square, and related non-parametric tests, special methods of correlation, multiple regression, and test reliability and validity.

PSI 645 Design and Analysis of Experiments 3 credits
Advanced statistical techniques of special usefulness in psychological research. Complex analysis of variance designs and analysis of covariance.

66 DERNER INSTITUTE COURSES

PSI 646 Research II Programs Evaluation 3 credits

PSI 647 Research Design I 3 credits

An examination of the principles of research design as they apply to various types of research from laboratory experiments to quasi-experimental field studies.

PSI 700, 701, 800, 801 Psychotherapy Case Conference I, II, III, IV 0 credits each

Year-long clinical psychotherapy case conferences of Adelphi Psychological Services by small groups of second- and third-year students and a rotation of all psychotherapy supervisors.

PSI 712 Clinical Practice I: Psychodiagnosics 3 credits

Intensively supervised psychodiagnostic testing and interviewing of severe psychoneurotic and psychotic patients. This practicum is given in a mental hospital or clinic to which the student is assigned for two days a week. Practicum includes lectures, conferences, and case presentations.

PSI 713 Clinical Practice II: Psychodiagnosics 3 credits

Intensively supervised psychodiagnostic testing and interviewing in Adelphi Psychological Services or similar outpatient clinic to which the student is assigned for two days a week. Practicum includes lectures, conferences, and case presentations.

PSI 722 Psychoanalytic Psychotherapy II: Processes 3 credits

A study of some central theoretical and clinical developments in psychoanalysis. Contributions of classical, interpersonal, object-relational, and self-psychological models are examined with respect to their varying conceptualizations of, for example, transference, resistance, and cure.

PSI 724 Psychoanalytic Psychotherapy I: Principles 3 credits

The technique of neo-psychoanalytic psychotherapy, along with the analysis of the theoretical formulations of the more prominent psychotherapy systems to foster psychotherapy skills.

PSI 734 Developmental Psychology 3 credits

Major aspects of development, including topics such as infancy, childhood, adolescence.

PSI 736 Social Psychology 3 credits

An examination of the social psychological perspective with an emphasis on the types of questions social psychologists ask.

PSI 739 Humanistic, Cognitive, Behavioral Approaches to Psychotherapy 3 credits

This course discusses psychotherapy theories, techniques and research that develop after, and in some cases as a reaction to, psychoanalysis. Included are behavior modification, interpersonal therapy, BECK's cognitive therapy, existential-

phenomenological philosophy and psychology and PERL's Gestalt Therapy. The course focus is practical application with a goal of enhancing and enlarging the psychotherapist's repertoire of skills.

PSI 746 Applied Clinical Research 3 credits

A review of research methodology and results that are particularly relevant to clinical psychology.

PSI 803, 804 Concentration Case Conference I, II 1.5 credits

Open to fourth-year students, who select a clinical concentration area which expands their clinical development. Each Concentration Case Conference focuses upon a particular treatment modality, e.g., group psychotherapy, or on a different clinical ability, e.g., neuropsychology.

PSI 812, 813, 817, 819 Clinical Practice III, IV, V, VI: Psychotherapy Practicum 3 credits each

Year-long intensively supervised psychotherapy practicum. Students serve as junior staff psychologists on a half-time basis in the Adelphi Psychological Services and also attend a continuous case conference and a psychotherapy seminar.

PSI 815 Clinical Internship 0 credits

A fifth-year placement in a clinic or in a hospital, in which the student functions under close supervision as a member of the psychology staff. The student may choose an approved setting any place in the United States, and serves in a full-time assignment for the year.

PSI 816 Clinical Internship II 0 credits

Students complete the second half of their one-year internship during this semester.

PSI 818, 819 Continuing Doctoral Thesis Supervision 3 credits

Continuous supervised research on student's dissertation topic while continuing academic work.

PSI 820 Special Topics: Child Psychotherapy 3 credits

An introduction to play therapy. The historical context and various theoretical approaches are represented; contributions of the Kleinians and the British Middle School are stressed.

PSI 830 Special Topics: Object Relations 3 credits

This course will consist of an exploration of object relations theory as a conceptual groundwork for contemporary approaches to the psychotherapy process.

PSI 831 Special Topics: Group Dynamics 3 credits

This class will stress an analysis of interactional processes and dynamics that are basic to all group functioning, but particularly, to psychotherapy groups.

PSI 832 Cognition *3 credits*

This course covers basic concepts and problems in cognitive psychology (perception, attention, memory, schemas, decision-making, etc.) as well as clinically relevant areas of cognition research (emotion, the unconscious, repression, etc.). The emphasis is on empirical research and on the integration of empirical research with clinical insights and applications.

PSI 833 Special Topics:**Disorders of the Self** *3 credits*

In this seminar the development and pathology of the self will be explored through an intensive study of the core issues of internalization and symbiosis. The major theoretical positions will be compared both in terms of theory and treatment implication. Each student will be required to do a short paper integrating the clinical material with a case that he or she is seeing.

PSI 834 Multicultural Issues I: Sex and Gender *3 credits*

This course surveys bisexual, gay, lesbian, and transgender issues in psychology and psychotherapy. Adult sexual dysfunction and gender perspectives are also examined.

PSI 835 History and System of Psychology *3 credits*

A tracing of historical roots of psychology in philosophy and physiology from the 17th century to modern times. Emphasis is given to development of experimental psychology in Germany, France, Great Britain, Russia, and the United States.

PSI 838 Multicultural Issues II: Race, Class, and Ethnicity *3 credits*

Psychotherapy integration is a new development that considers ways in which treatment can be improved by integrating technical interventions, or by some combination of the two. This seminar examines several approaches to integration, both as to their theoretical presentation and their application to specific case material. Readings include theoretical presentations and case presentations. In addition, students present their own cases with reference to how treatment might be improved by the perspectives gained from other approaches to theory and to intervention.

PSI 848 Continuous Doctoral Research *0 credits*

Supervised research on student's dissertation topic. Registration required each semester after completion of all work except dissertation.

PSI 849 Continuous Doctoral Research *0 credits*

Supervised doctoral research on student's dissertation topic. Registration required each semester after completion of all work except dissertation.

PSI 850 Ethics and Professional Issues *3 credits*

Study of the Code of Ethics and other official documents of the American Psychological Association, professional orga-

nizations, licensure, legal rights and responsibilities of the psychologist, and use of psychologists in legal proceedings.

PSI 851, 852 Colloquium I, II *0 credit each*

A weekly forum for presentation of visiting speakers, films, student-faculty plenary sessions, and grand rounds case presentations attended by all IAPS students and faculty.

SCHOOL OF
BUSINESS

School of Business

Business Building 121

Anthony F. Libertella, *Dean*
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Rakesh Gupta, *Associate Dean*
Brian Rothschild, *Assistant Dean*

Professors

Allan S. Ashley
Jeffrey Goldstein
Zhimin Huang
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Alvin J. Rosenstein
Darko Skorin-Kapov

Associate Professors

Jack Angel
Grace Conway
David Gleicher
David Machlis
Ganesh Pandit
Dennis Payette
Winston Waters

Assistant Professors

Rakesh Bali
Thomas Diamante
Harvey J. Heinowitz
MaryAnne Hyland
Alan Kreitzman
Jayen Patel
Shiben Sheng
R. Bruce Swensen
Gita Surie
Mariano Torras
Monica Yang
Simon Yang
Wen Yin
Jiang Zhang

Professional Philosophy

Few areas of American life are as dynamic and challenging as the world of business and entrepreneurship. The rapid pace of technological change and the growth of international markets and competition are creating rich opportunities for increased productivity and abundance for an ever-larger number of people.

To create the new entrepreneur who can flourish amidst unprecedented change, the School believes that the best business leaders are those who enjoy intellectual challenge; have a deep appreciation of the theological and the practical; understand today's reality and tomorrow's possibility; and see the link

between the skills they learn and the character that they display.

In addition to the Master of Business Administration (M.B.A.), the School awards the Master of Science (M.S.) in Finance, the Master of Business Administration (M.B.A.) in Management with Master of Science (M.S.) in Nursing, and Post-Master's Certificate in Human Resource Management.

The School's graduate students form a vibrant community whose diversity enriches the learning experience. They come from across the United States and many foreign countries, with undergraduate majors ranging from anthropology and economics to nursing and fine arts, and professional backgrounds ranging from bank officer and senior accountant to military officer and lawyer. Professional clubs and organizations such as the Accounting Society and the Marketing Club bring together students with common interests, and provide forums to exchange ideas and explore career options and professional goals. Guest speakers, internship opportunities, and our Distinguished Executive Lecture Series further serve to enhance the learning environment.

Career-related activities are coordinated by the University's Center for Career Development. The Center provides assistance with résumé preparation, interviewing skills, and employment search techniques. The Center also oversees the on-campus recruitment process and aims to prepare students well ahead of that process. Students are encouraged to schedule individual career interviews as they proceed through their studies and to attend the career workshops held throughout the year. On-campus events feature guest speakers from various corporations who discuss career paths and opportunities. In addition, the Center maintains listings of full-time, part-time, and summer positions.

Programs of Study

Degrees

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

Degree in Management

Specializations:

- (1) Corporate Finance and Investments
- (2) Human Resources/Management
- (3) Marketing and E-Commerce
- (4) M.I.S.: Management Information Systems

Master of Science (M.S.) in Finance

Joint Degree Programs

Master of Business Administration (M.B.A.) in Management with Master of Science (M.S.) in Nursing

Master of Social Work (M.S.W.) and Post-Master's Certificate in Human Resource Management

Advanced Post-Master's Certificate

Human Resource Management

Master's Programs

The M.B.A. and M.S. programs share the following unified structure:

Prerequisite Courses

This component of courses helps ensure that all students possess the basic skills and abilities necessary for graduate business study. The number of prerequisite courses needed varies depending upon the student's previous academic preparation and background.

Foundation Core

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, statistics, economics, finance, management information systems, marketing, management, and business ethics. It also teaches the student to integrate material across the different disciplines. These courses are the "building-blocks" for the more advanced courses.

Advanced Core Courses

This component of courses 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.

Specialization and Electives

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. These are outlined in greater detail on the following pages. Students opting for a specialization choose their electives from a prescribed list of courses relating to that specific discipline.

The Master of Business Administration (M.B.A.) in Management (33–66 credits)

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 required foundation, core, and 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.) degree consists of a maximum of 66 credits and a minimum of 33 credits. 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.

Graduate Prerequisite Courses (9 credits)

Depending on previous academic background, the following prerequisite course(s) may be required:

ACC 500	Financial Accounting
OPR 501	Computer Applications
OPR 507	Mathematics for Managers

Foundation Core Courses (Common Body of Knowledge) (24 credits)

BUS 551	Legal and Ethical Environment
ECA 520	Macroeconomics
ECA 521	Microeconomics
FIN 630	Corporate Finance
MGT 561	Management Theory/ Organizational Behavior
MKT 580	Marketing Management
OPR 573	Management Information Systems
OPR 670	Statistical Methods

Advanced Core Courses (21 credits)

Note: *Student must have taken or waived at least 21 credits before entering the Advanced Core.*

ACC 600	Accounting for Managerial Analysis
MGT 666	Leadership and Innovation in Complex Systems

OPR 678	Best Practices, Operations, and TQM
MGT 770	Management of Technology
BUS 689	Persuasive Communication and Negotiation
FIN 734	Building Shareholder Value through Competitive Analysis
HRM 765*	Developing World Class Human Resources
BUS 662*	Entrepreneurship/ Intrapreneurship

**Students must take either HRM 765 or BUS 662.*

Specialization/Elective (9 credits)

Select three specialization or elective courses.

Capstone (3 credits)

BUS 679	Strategic Management
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M.B.A.—Areas of Specialization or Electives

Choosing a specialization is optional. To qualify for a specialization, select three courses from *one* of the following areas:

Corporate Finance/Investments/Financial Markets

FIN 510	Securities Markets
FIN 634	Corporate Finance II
FIN 713	Seminar in Finance
FIN 737	Advanced Topics in Finance
FIN 738	Investment Analysis
FIN 739	Portfolio Management
FIN 743	International Financial Management

Management/Human Resources

BUS 651	Future Trends in Management
BUS 662	Entrepreneurship/ Intrapreneurship*
HRM 762	Human Resource Planning and Policy
HRM 765	Developing World Class Human Resources*

HRM 766	Performance Appraisal and Compensation Administration
MGT 660	Industrial Relations
MGT 791	Management Styles and Team Building
OPR 675	Total Quality Management

Marketing/E-Commerce

MKT 680	Sales Promotion and Direct Marketing
MKT 780	Marketing Research
MKT 781	Sales Management
MKT 782	Advertising Management
MKT 785	New Product Management
MKT 787	Consumer Behavior

M.I.S.: Management Information Systems

OPR 574	Information Systems Analysis and Design Methods
OPR 575	Database Management Systems
OPR 576	Data Communications

** If taken for Advanced Core, these course credits cannot be applied toward specialization/elective requirements.*

Other Electives

ACC 601	Financial Statement Analysis
ACC 605	Tax Consequences of Financial Transactions
ACC 704	Federal Taxation
ACC 706	Advanced Cost Accounting
ACC 708	Seminar in Accounting Theory
BUS 652	Government and Public Policy
HHM 771	Hospital and Health Care Policy and Management
HHM 772	Organizations of Systems for the Delivery of Health Care
HHM 773	Health Resources and Manpower Management
HHM 774	Legal Aspects of Health Care
HHM 776	Hospital and Health Care Finance
HRM 763	The Executive Personality-Theory and Assessment
MKT 582	Creative Problem Solving

GOAL M.B.A. Program

Graduate Opportunity for Accelerated Learning (42 credits)

Applicants to the GOAL M.B.A. program must have a minimum of four years managerial experience to be considered.

The GOAL (Graduate Opportunity for Accelerated Learning) 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. plan requires 14 courses (42 credits) taken two courses per term over seven terms (8 weeks each). 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.

The Program

Term 1:

MGT 666	Leadership and Innovation in Complex Systems
MGT 791	Management Styles and Team Building

Term 2:

OPR 670	Statistical Methods
BUS 689	Persuasive Communications and Negotiations

Term 3:

OPR 573	Management Information Systems
FIN 630	Corporate Finance

Term 4:

ACC 600	Accounting for Managerial Analysis
HRM 765	Developing World Class Human Resources

Term 5:	
BUS 662	Entrepreneurship/Intrapreneurship
OPR 678	Best Practices, Production and Total Quality Management
Term 6:	
FIN 734	Building Shareholder Value through Competitive Analysis
MGT 770	Management of Technology
Term 7:	
BUS 651	Future Trends in Management
BUS 679	Strategic Management

For more information about the GOAL M.B.A. please contact the associate dean of the School of Business, Brian Rothschild at (516) 877-4670.

Joint M.B.A. in Management and M.S. in Nursing Degree Program (72–74 credits)

Nurse administrators increasingly are becoming integral members of administrative teams within health service organizations and are competing for leadership positions with individuals from non-nursing backgrounds. Their responsibilities have grown in the areas of long-range, strategic, and financial planning; resource management; implementation of outcomes-based approaches to quality patient care; governance of board meetings; and management of multiple patient care departments. This combined 72–74-credit program with the School of Nursing and the School of Business allows the registered nurse holding a bachelor's degree to complete the Master of Science in Nursing and Master's in Business Administration. The program incorporates contemporary management theory; business fundamentals and essential core competencies; and knowledge, skills, and values of advanced professional nursing practice. The objective of this joint degree program

is to prepare leaders who facilitate and embody the competencies required to help transform health service organizations and health systems as a whole.

Admission to Joint Degree Program, M.B.A. in Management and M.S. in Nursing

Students can apply to the M.S. and M.B.A. programs concurrently. One application and one set of transcripts, references, and other supporting documents should be sent to the Office of University Graduate Admissions. Students may exit the program after completion of the requisite 45 credits for the M.S. in nursing. Students who are currently enrolled in the M.S. program in nursing administration and who wish to enroll in the joint degree program must apply directly to the School of Business prior to enrolling in NUR 770. An additional 27 credits will be required for the M.B.A.

Admission Requirements

1. Current licensure as a registered nurse.
2. Possession of a baccalaureate degree in nursing from a professionally accredited program or a non-nursing baccalaureate degree plus a passing score on the NLN baccalaureate comprehensive achievement test.
3. Completion of a basic calculus and a basic statistics course with a grade of B or better.
4. A minimum of two years of practice in nursing prior to taking specialty courses. One year of practice should be in nursing service administration.
5. Official transcripts from all previous colleges or universities attended.
6. Grade point average of 3.0.
7. Two letters of recommendation from the applicant's recent employers.

8. Graduate Management Admission Test (GMAT) results.
9. A statement of personal objectives.
10. International applicants must have obtained a minimum score of 550 on Test of English as a Foreign Language (TOEFL) within the past two years; a declaration and certificate of finances; and certified English translations of all prior academic records.

Program Plan*

Management Requirements (39 credits)

ACC 500	Financial Accounting
ECA 520	Macroeconomics
ECA 521	Microeconomics
MGT 561	Management Theory and Organizational Behavior
OPR 573	Management Information Systems
MKT 580	Marketing Management
ACC 600	Accounting for Managerial Analysis
FIN 630	Corporate Finance
OPR 678	Best Practices, Operation, and TQM
FIN 734	Building Shareholder Value Through Competitive Analysis
HRM 765	Developing World Class Human Resources
HHM 772	Organizational Systems Delivery of Health Care
HHM 776	Hospital Healthcare Finance

*Course sequences and plans of study for students are developed individually in consultation with the faculty adviser.

Nursing Requirements (33–35 credits)

Required Courses

NUR 602	Ways of Knowing
NUR 604	Small Group Phenomena
NUR 702	Health Issues, Policy and Politics

Specialty Courses

NUR 664	Collective Bargaining
NUR 665	Legal Issues
NUR 666	Ethical Issues
NUR 768	Health Promotion and Disease Prevention Program Development
NUR 769	Roles and Functions of Nursing Service Administrator
NUR 770	Seminar and Practicum in Nursing Administration

Research Courses

NUR 650	Nursing Research I
NUT 750	Nursing Research II
NUR 751	Project Advisement

The Master of Science in Finance (30–51 credits)

Financial institutions are part of a dynamic transformation already in process. They are being subjected to enormous changes in the regulatory environment, the competitive framework, technology, international relationships, the globalization of the economy, and other concerns.

The need for professional training in finance is multifold. The Master of Science (M.S.) in finance meets the needs of the financial community in the United States and abroad by providing them with the professional knowledge, managerial expertise, and analytic skills needed to function effectively.

The M.S. in finance consists of a minimum of 30 credits and a maximum of 51 credits. This flexibility is intended to accommodate students with varied academic backgrounds.

Prerequisite Courses (9 credits)

May be waived by a proficiency exam or prior course work.

Note: Prerequisite courses must be taken before any other M.S. courses.

ACC 500	Financial Accounting
OPR 501	Computer Applications
OPR 507	Mathematics for Managers

Required Courses (12 credits)

May be waived by prior course work.

ECA 520	Macroeconomics
ECA 521	Microeconomics
FIN 630	Corporate Finance
OPR 670	Statistical Methods

Advanced Courses (27 credits)

FIN 510	Securities Markets
FIN 634	Corporate Finance II
FIN 734	Building Shareholder Value Through Competitive Analysis
FIN 738	Investment Analysis
FIN 739	Portfolio Management
FIN 743	International Financial Management
ACC 601	Financial Statement Analysis
ACC 605	Tax Consequences of Financial Transactions
FIN 737	Advanced Topics in Finance

Capstone (3 credits)

Must be taken as one of the last three courses in the program.

FIN 713	Seminar in Finance
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Post-Master's Certificate Program 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 the productive well-being of its human resources. Accordingly, the business world has been increasing its attention to the personnel function and to the field of Human Resource Management.

The Certificate Program in Human Resource Management is designed to provide the human resource professional who has earned a graduate degree with the personnel skills and state-of-the-art knowledge needed to perform effectively in this changing and growing field.

The program is open to students with master's degrees in any field. All 15 of the program's credits are transferrable to the M.B.A. degree upon satisfactory completion of all other admissions requirements for the M.B.A. degree.

Human Resource Certificate Courses (15 credits)

Required courses:

HRM 762	Human Resource Planning and Policy
HRM 765	Developing World Class Human Resources
HRM 766	Performance Appraisal and Compensation Administration
MGT 561	Management Theory/ Organizational Behavior
MGT 660	Industrial Relations

Admission Requirements

In addition to the requirements for University graduate admission, specified elsewhere in this *Bulletin*, all prospective students are required to submit:

- Graduate Management Admissions Test (GMAT) results. Scores that are more than five years old are generally not accepted. (Test information and an application can be obtained by writing to the Graduate Management Admissions Test, Educational Testing Service, Box 899, Princeton, NJ 08541.)
- Two letters of recommendation written 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 follow-

ing dates: fall semester—August 15; spring semester—December 15.

Additional Requirements for International Students

In addition to the University and School of Business admissions requirements (admissions application with fee, bachelor's degree or equivalent, official transcripts, essay, and GMAT test score results), 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.
- 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 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 with Advanced Degree

For students who have applied and been admitted as degree candidates to the M.B.A. or M.S. in finance degree programs, and who have earned a postbaccalaureate degree, course requirements may be reduced. The reduction in the number of credits will depend upon the area in which the advanced degree was earned.

Credits taken to fulfill the requirements of a previous degree cannot be used toward fulfillment of the requirements for another degree.

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

Convenient Times and Places to Study

Class schedules have been designed to accommodate the schedules of men and women engaged in full-time careers. Courses are offered at both the main Garden City campus and the Hauppauge Education and Conference Center. Courses for all graduate degree and certificate programs are scheduled Monday through Thursday evenings and Saturday mornings at Garden City and Hauppauge. Each course meets once a week. Qualified students may also select the fast-track, GOAL M.B.A. program option.

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.

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 a young 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 Career Center 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.

Academic Services

Students receive academic support in their course work through special tutorial sections including a mathematics review course. Computer assistants are available in the Computing Center.

Lectures and Experts

The School of Business GOAL M.B.A. Distinguished Executive Lecture Series keeps students current on the latest developments in business. The School also has an Executive in Residence Program, as well as guest speakers who come to our classrooms.

Professional Societies for Graduate Students

The School of Business has been granted a charter for the Beta Xi Chapter of Delta Mu Delta, one of the oldest national honor societies in business administration. Delta Mu Delta, founded at New York University in 1913, is a member of the Association of College Honor Societies. To be eligible for membership a student must have a minimum GPA of 3.5; complete one-half of the degree requirements at Adelphi; and show a willingness to serve the community.

Scholastic Requirements

Students who are accepted provisionally must maintain a 3.0 GPA while completing the course work specified in their letter of acceptance. Fulfillment of these conditions will result in the student being eligible for matriculation as a degree candidate. Failure to comply with the conditions of acceptance may result in 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 minimum of 3.0 is required for graduation.

A student who fails to maintain a 3.0 cumulative grade point 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 a grade from A to F.

See the section titled "Grading System" in this *Bulletin*.

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 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.

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 6 graduate credits may be transferred to meet prerequisite and core course requirements 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; and
- Comparable in content to courses offered by the School of Business.

Minimum Course Requirements at Adelphi

A minimum of 30 credits in residence must be taken at Adelphi University for degree programs.

Graduation with Distinction

Graduate degrees are awarded with distinction to outstanding graduate students who have achieved a cumulative grade-point average of 3.9 or higher. The cumulative grade-point average is based only on graduate courses taken at Adelphi University, School of Business.

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 of Business. Petitions should be addressed to the committee 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.

COURSES OF INSTRUCTION

SCHOOL OF BUSINESS

ACCOUNTING

ACC 500 Financial Accounting 3 credits
Designed for those with no previous courses in accounting. Introduction to measurement concepts and techniques of financial accounting. These include methods and techniques of recording, summarizing, and reporting financial data, and the problems related to income determination and asset measurement. A detailed explanation of generally accepted accounting principles is presented as a basis for the recording and reporting of financial information. Examination of the problems of income determination and resource and equity valuation.

ACC 600 Accounting for Managerial Analysis 3 credits
Prerequisite: OPR 670.
An introduction to the information needs of management. Emphasizes the usefulness and limitations of accounting information in evaluating alternative courses of action and controlling current operations. Uses a strategic lens to examine the alignment of accounting measures with firm goals. Specific techniques and approaches utilized include operational and capital budgeting, activity-based management, value-chain analysis, and performance benchmarking.

ACC 601 Financial Statement Analysis 3 credits
Prerequisite: ACC 500.
A review of accounting principles and concepts followed in the construction of financial statements. Examination of the techniques used in analyzing and explaining the financial reports of business corporations and other entities.

ACC 605 Tax Consequences of Financial Transactions 3 credits
Prerequisite: ACC 500.
An overview of Federal tax matters as they relate to financial managers. The course will encompass the following topics: (1) tax consequences of various business structures, (2) mergers and acquisitions, (3) international taxation, (4) tax treatment of fringe benefits, (5) debt vs. capitalization, (6) property transactions: determination of basis, gains and losses, (7) retirement planning, (8) stock option rules.

ACC 704 Advanced Federal Taxation 3 credits
Prerequisite: 24 undergraduate accounting credits including a course in federal taxation.
A study of the Internal Revenue Code with particular emphasis on the problems of corporations and their share-

holders. Considerable time is spent in the area of corporate reorganizations, multiple corporations owned by related taxpayers, and distributions of corporations to their stockholders. Other areas covered include personal holding corporations and pseudo-corporation taxation.

ACC 706 Advanced Cost Accounting 3 credits
Prerequisite: 24 undergraduate credits in accounting, including a course in cost accounting.

Examines the use of accounting information for management decision-making purposes. Particular stress is placed upon evaluating the impact of accounting systems on the motivation, behavior, and performance of both management and employees. Building on previously acquired knowledge in cost accounting, students examine techniques and procedures involved in dealing with problems of capital budgeting, return on investment, joint product allocations, economic order quantity, transfer pricing, and other highly technical areas.

ACC 708 Seminar in Accounting Theory 3 credits
Prerequisite: B.B.A. in accounting or completion of 24 undergraduate accounting credits.

Discussion of current issues in accounting including statements of the Financial Accounting Standards Board. The role and views of the various national accounting societies, state societies, and other financial bodies are reviewed. Professional development, mandatory continuing education, and other proposals before C.P.A. societies are covered. Registration by permission of the instructor.

BUSINESS

BUS 500 Financial Accounting 3 credits
Designed for those with no previous courses in accounting, this course provides an introduction to measurement concepts and techniques of financial accounting, which will be applicable to school district administration. These include methods and techniques of recording, summarizing, and reporting financial data, and the problems related to income determination and assets measurement. A detailed explanation of generally accepted accounting principles is presented as a basis for the recording and reporting of financial information for district management. The course will examine the problems of income determination and resource and equity valuation.

BUS 551 Legal and Ethical Environment 3 credits
Examines the legal framework within which the organization operates. Focuses on law of contracts, sales, negotiable instruments, partnerships, bankruptcy, and consumer protection. Designed to introduce the student to teleological and deontological moral theories in the western philosophic tradition. An examination of the legal and moral dimensions of decision making within the organization. An inquiry into the major theories of philosophy with applications to business problems. Case studies are introduced and analyzed in terms of morality and social justice.

BUS 651 Future Trends in Management 3 credits*Prerequisite: MGT 561.*

This course will identify and describe the most important future trends. The new social, political, cultural, educational, economic, and technological forces will be explored in an increasingly interconnected world. Specific topics will include the global economy, information technologies, entrepreneurship, leadership, team-building, and strategic development.

BUS 652 Government and Public Policy 3 credits

An analysis of the role of government in the economy. An appraisal is made of the antitrust laws, the patent system and other measures designed to maintain and foster competition. Governmental views on merger action and "big business" are analyzed. Governmental programs in the form of grants, subsidies, and policies to promote economic stability are evaluated.

BUS 662 Entrepreneurship/Intrapreneurship 3 credits*Prerequisites: MGT 561, 666, and ACC 600.*

Explores the theory, self-evaluation, decision-making process, risk, and reward of entrepreneurship. Students use readings, case analysis, discussion, and business plan preparation to apply their skills and knowledge to practical situations. Students learn to identify and describe strategic position, present prospects, and to formulate plans. Success stories will be presented by guest experts.

BUS 679 Strategic Management 3 credits*To be taken in the last semester of student's program.*

The course synthesizes and integrates the concepts and techniques developed in prior courses in order to construct a rational basis for developing business objectives and strategic plans. Successful mastery of the subject matter requires an ability to recognize and define problems within an economic, social, technological and political context. Case analysis and business simulation are two modalities used to develop understanding of the concept of strategy and approaches to its formulation and implementation. Cases are selected from a cross section of industries to provide a variety of experiences. Industry areas represented include both manufacturing and service oriented organizations (small, medium, and large), both public and private.

BUS 689 Persuasive Communication and Negotiation 3 credits*Prerequisite: MGT 561.*

Provides students with an opportunity to explore the intricacies of written verbal and non-verbal communication particularly in a corporate setting. Through an integrated approach, students will develop essential communication, presentation, and negotiation skills allowing them to prepare and practice the use of these tools to increase individual effectiveness. Students will participate in ethical negotiations and utilize presentations to achieve team and managerial goals.

ECONOMIC ANALYSIS**ECA 520 Macroeconomics** 3 credits

A detailed treatment of the concept of full-employment equilibrium; determinants of consumption, investment, and government expenditure. Multiplier and accelerator analysis. Policies for full employment, price stability, and maximum growth. Designed to provide students with the tools of aggregate economic analysis and to help apply them to the decision-making process.

ECA 521 Microeconomics 3 credits*Prerequisite: OPR 507.*

Analysis of the behavior of individuals and firms under competitive conditions; price determination under perfect competition, monopoly, oligopoly, and monopolistic competition; general static equilibrium and the efficient allocation of resources. Through problem-solving, the course utilizes economic analysis to help improve the process of managerial decision-making.

FINANCE**FIN 510 Securities Markets** 3 credits

Analyzes the institutions and operations of securities markets in the United States. Topics include: the analysis of the mechanisms by which securities markets bring buyers and sellers together, establish prices, and execute transactions; the determination of transactions costs; the relationship between speculative activities and securities price movements; and the behavior of stock market prices. Particular emphasis is given to the markets for corporate equities.

FIN 630 Corporate Finance 3 credits*Prerequisites: ACC 500, OPR 670, ECA 524, and 521.*

A basic introduction to the financial environment in which corporations must operate. Topics include the nature of securities markets, financial ratio analysis, valuation of securities, and optimal asset and liability management.

FIN 634 Corporate Finance II 3 credits*Prerequisite: FIN 630.*

An advanced course emphasizing long-term aspects of corporate financial decision making. Topics include advanced techniques in capital budgeting and strategic investment decisions using discounted cash flow analysis, cost of capital, and strategic financing decision models for determining optimal capital structure and distributions to shareholders.

FIN 713 Seminar in Finance 3 credits*Prerequisite: FIN 630.*

An examination of domestic and global issues in finance. Students are assigned research projects, which are related to current issues. The nature and extent of the project(s) will be determined by the instructor and the students.

FIN 734 Building Shareholder Value

Through Competitive Analysis 3 credits
Prerequisites: FIN 630, OPR 507 and 670, ACC 600.

Examines the shareholder value creation process in the context of competitive analysis. Competing concepts of value creation are evaluated including Free Cash Flow, EPS, Market Value Added, and Economic Profit (EVA). The concepts are developed and tested through student teams executing a competitive analysis, conducting a valuation analysis for two publicly held companies, and reporting their results to the class.

FIN 737 Financial Theory and Practice 3 credits

Prerequisite: FIN 630.

Theories of risk and return in the financial markets (capital asset pricing model and arbitrage pricing theory) and applications to asset valuation, option and futures valuation theory and practice, term structure theories, and applications to bond valuation.

FIN 738 Investment Analysis 3 credits

Prerequisite: FIN 630.

A course in security analysis and valuation, focusing on equity securities and fixed income securities; principles of risk measurement, concepts of valuation, efficient markets, fundamental and technical analysis, and introduction to derivative securities.

FIN 739 Portfolio Management 3 credits

Prerequisite: FIN 630.

Topics include defining portfolio objectives and investment policies, measuring portfolio risk and returns, and the concepts of diversification and market efficiency, including stock selection philosophies and investment styles. Active and passive portfolio management techniques are examined. Traditional portfolio evaluation measures are also covered.

FIN 743 International Financial Management 3 credits

Prerequisite: FIN 630.

Analysis of the financial problems, opportunities, and questions that confront the management of international firms. Exploring forecasting in the foreign environment, multinational capital budgeting, affiliate financial structures, and managing international funds movements.

HOSPITAL/HEALTH CARE MANAGEMENT**HHM 771 Hospital and Health Care Policy and Management** 3 credits

Prerequisite: MGT 561.

Emphasis on hospital management. Policy-making by community, boards of trustees, medical staff, government, financial intermediaries, and the use of consumerism in the policy process.

HHM 772 Organizational Systems Delivery of Health Care 3 credits

Prerequisite: MGT 561.

Deals with alternative methods of health care delivery and problem conditions imposed externally and internally in effective compliance; health maintenance organizations, health care corporations, group practices, clinic (free standing as well as for-profit or taxpayer facilities), proprietary, governmental agencies and hospitals, community health groups, union clinics, health related facilities; homes for the aged and infirm, nursing homes, and other health care facilities.

HHM 773 Health Resources and Manpower Management 3 credits

Prerequisite: MGT 561.

The utilization of manpower, its management and direction. Manpower direction is viewed from an operational resource stance rather than that of personnel administration. Course deals with operational performance of individuals, services, and departments and the measurement and levels of quality of performance.

HHM 774 Legal Aspects of Health Care 3 credits

Prerequisite: MGT 561.

Principles of law and administrative regulations in their application to health care agencies, institutions and organizations. Obligations of administrative staff, top management, governing bodies, medical staff, employees, and attending (but not employee) medical staff in health care situations.

HHM 776 Hospital and Health Care Finance 3 credits

Prerequisite: ACC 500.

Fiscal problems in hospital and health care management. Financial reporting, hospital controls, budget making and controls, cash flow, information systems required for management evaluation of alternative courses of action in managing the affairs of hospitals and health care organizations; methods of financing health care operations and construction; effect of financing methods on patient care; the fiscal structure of hospitals and the relationship to various health care delivery systems.

HUMAN RESOURCE MANAGEMENT

HRM 568 Human Resource Management 3 credits *Co/Prerequisite: MGT 561.*

This course will initially survey the roots and rationale of the development of personnel administration as an increasingly important function of organizational management. It will particularly emphasize a pragmatic study of current policies, goals, functions, principles, and practices of personnel departments in private and public organizations.

HRM 762 Human Resource Planning and Policy 3 credits *Prerequisite: MGT 561.*

This course examines the rationale for including human resource planning and succession planning in an integral part of organization strategy. Human resource planning and forecasting techniques are presented using real world applications. Human resource information systems are reviewed and students will learn how these systems are integrated with HR planning and analysis. Course material will also focus on human resource policies and practices and their alignment with an organization's strategic intent. Topics include a review of labor market conditions, demand for labor and supply of labor, planning for personnel shortages and surpluses, forecasting attrition and retention of valued employees, marginal productivity and marginal revenue, and HR planning metrics.

HRM 763 The Executive Personality: Theory and Assessment 3 credits *Co/Prerequisite: MGT 561.*

Applies personality theory to managers and executives and inquires into the so-called management/executive personality syndrome. Heavy emphasis is placed on executive selection-interviewing. Students are trained in interviewing skills, in listening carefully, interpreting objectively, and feeding back. Students are required to do extensive reporting of interview results.

HRM 765 Developing World Class Human Resources 3 credits *Prerequisite: MGT 561.*

Examines the management of human resources in a multinational context. Emphasizes the strategic role of human resource management and focuses on the changing of traditional human resources practices to meet the needs of a global business. The course also explores how "best in class" human resources practices can improve an organization's bottom line.

HRM 766 Performance Appraisal and Compensation Administration 3 credits *Prerequisite: MGT 561.*

Students will explore how an organization's compensation philosophy, objectives, and total rewards program are aligned with its strategy. Techniques for analyzing and evaluating jobs will be reviewed as well as methods for building job and base pay structures. Various ways used by organizations to pay employees beyond their base pay will be dis-

cussed. Students will broaden their knowledge of the legal implications of managing a total rewards program. The course will include a study of factors contributing to executive compensation and international compensation. A review of issues related to the types of performance appraisal plans used by organizations will be presented, including the performance appraisal process.

MANAGEMENT

MGT 561 Management Theory/Organizational Behavior 3 credits

Examines the rationale underlying the methods of designing the structure of organizations, the functions of management, and research findings from the behavioral sciences that serve as a foundation for understanding how people relate. Topics include various managerial functions including planning, organizing, staffing and control. The course focus also includes organizational socialization, needs and motivation bureaucracy, and organizational change. The primary goal is to assist students in developing a basic understanding of essential and effective processes of management and human relations in administration.

MGT 660 Industrial Relations 3 credits *Prerequisite: MGT 561.*

The course focuses on three basic concepts in the study of labor and management relations: defining the bargaining unit, negotiating the contract, and administering the contract. Students will explore the history of the labor movement and the legislation affecting both parties. Topics include unfair labor practices, wage and salary issues, employee benefit issues, union security, management rights, grievance and disciplinary procedures, mediation and arbitration, and strikes and lockouts.

MGT 666 Leadership and Innovation in Complex Systems 3 credits *Prerequisite: MGT 561.*

Leadership is presented from both a theoretical and practical point of view. Since there is no comprehensive theory of leadership, the major theories will be studied: trait theory, behavioral theory, contingency theory, and transformational leadership. Several topics are intertwined with leadership but will be studied as independent topics: power, motivation, and management style. Leadership has many practical aspects. Some of those that will be covered are: stress, dealing with corporate culture, and gender and race issues.

MGT 770 Management of Technology 3 credits *Prerequisite: OPR 573.*

Focuses on the technology-strategy relationship in technology-based corporations. Emphasis is placed on the role technology exerts on the growth and survival of a corporation in the market place. The relationship between innovation, new product development, and technology is examined. The impact of technology on the integration of product design, manufacturing, quality control, human resources, and environment is studied.

MGT 791 Management Styles and Team Building 3 credits
Prerequisite: MGT 561.

Effective management of oneself and others requires an open mind and continual effort to develop and maintain meaningful understanding of major evolving theories. This course has been designed to provide a deeper understanding of the behavioral dimensions of management. Emphasis will be placed upon developing a pragmatic grasp of the concepts, principles, and practices of participative management.

MARKETING

MKT 580 Marketing Management 3 credits

This course deals with managerial strategies and decisions as they relate to managing the marketing process—including opportunity analysis, segmentation and the development of positioning strategies, marketing strategies and the marketing mix—within the context of contemporary consumer, social, economic, competitive, and legal environments. There is an emphasis on the use of information management to develop marketing strategies and tactics

MKT 582 Creative Problem Solving 3 credits
Prerequisite: MKT 580.

The purpose of the course is to help develop in the student a general openness to experience from both without and within; a toleration for ambiguity, confusion, and disorder; the strong disposition to be independent rather than conforming; an ability to solve both simple and complex problems imaginatively; and a philosophy of creative living where the emphasis is on doing by effecting improved relationships or conditions in the life of man. Techniques such as synectics, brainstorming, lateral thinking, creative calisthenics, and imagineering will be explored.

MKT 680 Sales Promotion 3 credits
Prerequisite: MKT 580.

This course is designed to give students an understanding of the changes in our society—social, cultural, legal, and economic—that have resulted in the growth of integrated marketing. The student will learn how these disciplines fit into other areas of the marketing mix, particularly their major similarities and differences with advertising. Emphasis is given to how these elements interact with the complete Integrated Marketing Communications plan for both short and long term advantage. Also covered will be examples of branding and Web site traffic as they affect the overall corporate image.

MKT 780 Marketing Research 3 credits
Prerequisites: OPR 670 and MKT 580.

Examines critically the role of marketing research and information management in managing the marketing function. There is an emphasis on facilitating a working familiarity with the marketing research skills required in the problem-solving roles of marketing management. Students undertake field projects.

MKT 781 Sales Management 3 credits
Co/Prerequisite: MKT 580.

Focuses directly on the management of a sales force. Areas of study include key components such as strategic sales force management; organizing, staffing, and training a sales force; directing sales force operations; sales planning; and evaluating the sales force.

MKT 782 Advertising Management 3 credits
Prerequisite: MKT 580.

An analysis of the entire field of advertising in a managerial context. Examines principal areas of concern to the advertising executive who is responsible for the creation, implementation, and evaluation of advertising strategy. Topics include: formation of objectives in campaign planning, media planning, budgetary control, research, and the administration of the creative climate. The case method is used.

MKT 785 New Product Management 3 credits
Prerequisite: MKT 580.

New product development and its place in the marketing process is studied as a continuous and planned activity within the firm. Subject matter includes the meaning, importance, and forms of new products; product life cycle and the importance of branding; corporate objectives and planning for new products; organization of new product activity and activities at each stage of new product development. There is an emphasis on developing a working familiarity with the use of information management and marketing research in identifying and exploiting new product opportunities.

MKT 787 Consumer Behavior 3 credits
Prerequisite: MKT 580.

Reviews the basic tenets of behavior theory and demonstrates how it can yield increased understanding of consumer behavior. Theories of learning, motivation, perception, personality, and group processes are among those reviewed and applied to consumer behavior.

OPERATIONS

OPR 070 Tutorial in Mathematical Models 0 credits
Students who have insufficient background in mathematics should consider taking this course prior to OPR 507.

Oriented toward gradual development of each student's quantitative skills. Topics include: factoring, algebraic fractions, simplification of algebraic expression, graphical concepts, solutions to simultaneous equations, and some word problem concepts.

OPR 501 Computer Applications 3 credits

Detailed introduction to the concepts of the use of computers in business. The course is designed to do two things: the first is to give the student the detailed knowledge of how computers operate, how they support the firm or business, and finally how they are integrated into the processes that run a firm today and the second is to coach the student in learning Microsoft Office, including Word, Excel, Access and PowerPoint.

OPR 507 Mathematics for Managers 3 credits
See OPR 070.

Designed to assist students in understanding the use of quantitative techniques and models in management decision making. Management interpretation is discussed for certain applications. Topics include elements of algebra; break-even model; linear programming; matrices; differential and integral calculus concepts; optimization applications; and introductory probability concepts.

OPR 573 Management Information Systems 3 credits
Prerequisites: OPR 501 and OPR 507.

The purpose of this course is to understand information systems as the transforming agent of business and management. To that end, the student will explore the technical and informational sides of technology and how it is used to improve efficiency and increase value. The ethics of technology use will be explored, and cross-cultural implications of technology will be reviewed. The student will learn to reflect on the consequences of change through the use of case studies.

OPR 574 Information Systems Analysis and Design Methods 3 credits
Prerequisites: OPR 501 and OPR 573.

The course is an overview of the information system development life cycle. It focuses on methods and techniques that the analyst could use to design and document information systems. Topics include systems analysis and design methods such as data and process modeling, systems design, data management, data and program design and specifications, systems construction and implementations, systems operations, and support. The course will also survey other important skills for the system analyst, such as fact-finding, communications, project management, and cost-benefit analysis.

OPR 575 Database Management Systems 3 credits
Prerequisites: OPR 501 and OPR 573.

The course provides an introduction to Database Management system concepts, design, and implementation. Design and management considerations in hierarchical, network, relational database structures, and object-oriented databases will be analyzed. Topics include data flow analysis, normalization, entity relationship diagrams, integrity issues, and concurrency, and advantages and disadvantages of distributed database systems. The goal of this course is to prepare students to evaluate a business situation and build a database application and/or understand a database design built by others.

OPR 576 Data Communications 3 credits
Prerequisites: OPR 501 and OPR 573.

The increasing use of data processing equipment, increasing use of distributed systems, increasing diversity of networking options, and emergence of the Internet and World Wide Web have made a solid understanding of fundamentals of communications essential to business and information management. This understanding includes: the underlying technology of information communications facilities, networking systems, and communication software; the architecture of information communication (the way in which hardware,

software, and services can be organized to provide computer and terminal interconnection); and the application of information communications in today's business.

PR 670 Statistical Methods 3 credits
Prerequisites: OPR 501 and 507.

How to approach the solution of business problems by the use of statistical decision-theory. Problems translated into statistical terms. Among topics presented: identifying statistical population; specifying decision parameters; sample selection; mathematical probability; use of sampling data to measure probabilities of unknown population values; estimating and testing problems; data flow. Also to be considered: comparative experiments and their statistical design; analysis of variance; linear regression and correlation analysis theory; time series theory and applications; index number construction and use.

OPR 675 Total Quality Management 3 credits
Prerequisite: MGT 561.

Introduction to the philosophy and techniques of Total Quality Management (TQM). TQM is the systematic analysis of the performance and dysfunctions of an organization with the goal of improving quality, timeliness, and productivity. Topics include: making TQM a company-wide strategy in the administrative, marketing, and technical areas; Quality Function Deployment as a method of satisfying customers by translating their demands into design targets and quality assurance points; technical measurements of process quality, such as quality control charts; and managing human quality performance and employee involvement.

OPR 678 Best Practices, Operations, and Total Quality Management 3 credits
Prerequisites: OPR 501, 507, and 670, ACC 600.

Understand the best management practices from product design, production, distribution, and collection of funds, i.e., through the whole order to remittance chain. Apply best practice analysis to services, financial, and manufacturing sectors.

Note: Courses and descriptions are subject to change in any semester. Courses may be offered at either Garden City or Hauppauge.

V

SCHOOL OF
EDUCATION

School of Education

Harvey Hall 130

Ronald S. Feingold, *Interim Dean*
Email: feingold@adelphi.edu

Diane Caracciolo, *Associate Dean*
Alan R. Cohen, *Acting Assistant Dean and
Director of Curriculum and Instruction*

Professors

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Florence L. Myers
Robert Otto
C. Roger Rees
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Visiting Professor
Seymour Lachman

Associate Professors

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Lucia Buttarò
Leah Fiorentino
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Lori B. Wolf
Emilia Zarco

Clinical Faculty

Diana Feige
Anita Frey

Adjunct Clinical Faculty

Felix Berman
Francine Cuccia
Jean Geyer
Deanna Glassman
Carol Lynn Kearney
Edward Marlatt
Rose Valvezan

Professional Philosophy

The School of Education has played an essential role in the preservice and in-service preparation of teachers and allied professionals both in suburban Long Island as well as in New York City. The School is organized into three major departments: curriculum and instruction; communication sciences and disorders; and health studies, physical education and human performance science. These departments offer a wide range of programs leading to certification in elementary and secondary education, special education, TESOL and bilingual education, literacy, educational leadership and technology, physical and health education, and speech and communication disorders. All programs include an integration of theory based understanding of the relevant teaching professions and clinical practice in a diversity of settings. In this regard the School has developed partnerships with school districts that provide experiential opportunities for the development of students' professional practice as well as forging University-School partnerships that aid the educational mission of public and private schools and other educational and human service institutions.

I. Department of Curriculum and Instruction

Programs in Early Childhood, Childhood, and Adolescence Education

Master of Arts in Early Childhood Education (*precertification*)

Master of Arts in Childhood Education (*precertification*)

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

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

Program in Art Education

Master of Arts in Art Education

Programs in Bilingual Education and ESL
Bilingual Education Extensions to Elementary, Secondary, and Special Education and Communication Sciences and Disorders

Master of Arts in TESOL (Teaching English to Speakers of Other Languages) (*precertification*)

Advanced Certificate in TESOL

Programs in Educational Leadership and Technology

Master of Arts in Educational Leadership and Technology

Certificate in Educational

Leadership and Technology

Advanced Certificate in Educational Leadership and Technology

Programs in Literacy

Master of Science in Literacy

Programs in Special Education

Master of Science in Childhood Special Education (*in-service*)

Master of Arts in Childhood Special Education Studies (*does not lead to certification*)

Master of Science in Childhood Special Education in Inclusive Settings (*New York State dual certification*)

Master of Science in Early Childhood Special Education, In-Service, Preservice, Advanced Certificate

Advanced Certificate in Early Childhood Special Education (*pending New York State approval*)

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

Programs in Health Studies

Master of Arts in Health Education

Master of Arts in Community Health Education

Advanced Certificate in Community Health Education

Programs in Physical Education and Human Performance Science

Master of Arts in Physical Education

Specializations:

Adapted Physical Education

Exercise Physiology

Sports Management

III. Department of Communication Sciences and Disorders

Master of Science in Communication Disorders

Specialization in Speech/Language Pathology

Specialization in Audiology

Doctor of Arts in Communication Disorders

Doctor of Audiology

The Department of Curriculum and Instruction

Organizationally, curriculum and instruction is an academic department, consisting of undergraduate art education; STEP, an innovative fifth-year (B.A./M.A.) teacher education program, and graduate programs leading to teaching credentials and advanced qualifications in adolescence education; educational leadership and technology; art education; childhood education; early childhood education; bilingual/TESOL education; special education; and literacy.

Our courses and curricula reflect a respect for diversity, and a mission to prepare teachers to enter the teaching profession with pride, a commitment to scholarship, a shared wisdom of how students 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. Two core ideas lie at the center of our mission: a commitment to the arts and a commitment to social justice. Both of these figure prominently in our curriculum offerings. Most students take course work involving an exploration of the role of arts in education—much of it in the form of summer workshops taught by visual and performing artists. Social justice as a core value is reflected in the variety of social and philosophical foundations courses offered to our students. At a time when many schools of education have eliminated these disciplines, we remain steadfast in our commitment to engaging students in dialogue about inequalities produced by economic, language, social class, sexual, ethnic, and racial difference, as well as inequalities produced by political oppression and totalitarianism.

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 certifica-

tion 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.

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 adviser or refer to the School of Education's Web site <http://academics.adelphi.edu/edu/> for updated information.*

Grading Policies

The following grading policies apply to all students 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 department chair.
2. Any student who receives a second C+ or less will be put on academic probation and blocked from further registration until receiving academic clearance from an adviser.
3. Any student who receives three grades of C+ or less during graduate work will be dismissed from the program.
4. Upon receiving a grade of C+ or less, students are responsible for notifying and arranging to meet with an adviser.

Note: *The School of Education expects all students enrolled in 8-week-cycle courses to attend every session in order to receive course credit. Under extenuating circumstances, instructors may allow one excused absence.*

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 M.A. in Early Childhood Education Birth–Grade 2

Esther Kogan, *Program Director*

The Early Childhood Education Program engages degree candidates in collaborative work that is interdisciplinary, multidisciplinary, and inquiry-based. Thereby increasing awareness and sensitivity to the development of children through in-class didactic experiences and activities, fieldwork placements, and student teaching. These activities also provide insight into a child's physical, social, emotional, cultural, intellectual, and creative life. Additionally, every facet of the curriculum considers differences of culture, language, ethnic background, gender, and ability.

Each program participant will cultivate their own practice by engaging in action research and reflective experiences, culminating in the articulation of a personal vision that furthers the advancement of the field of early childhood education.

Candidates enrolled in the Early Childhood Program will compile a portfolio, which will focus on discovery, insight, understanding, and application of major issues related to the field. Portfolio development will begin upon enrollment and will continue until the start of the student teaching experience.

Program Overview

Programs of Study in Early Childhood Education
Three tracks are offered in the Early Childhood Education program:

I. Master of Arts, Pre-Certification (37–43 credits)

(For students without prior initial certification in a teaching area)

II. Master of Arts, In-Service (30–39 credits)

(For students holding NYS initial teaching certification in an area other than Early Childhood Education)

III. Advanced Certificate (20 credits)

(For students who hold NYS Certification in any teaching area)

Track I: Pre-Certification M.A.

Courses are 3 credits unless otherwise noted.

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

Introductory Courses (3 credits):

EYC 650	Facing History: Roots of Early Childhood Education and Foundations for Practice.
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Educational Foundations (13 credits):

ECH 600	Childhood Development
EEC 600	Introduction to Special Education
EYC 655	Children's Play: A Source of Development and Learning

Intensives (3 credits):

EYC 551	Speech and Language Development
EYC 552	The English Language Learner Student
EYC 553	The Gifted Child
EYC 554	Working with Paraprofessionals in the Classroom
EYC 555	Block Building
EYC 556	Sensory Learning

EYC 557	Introduction to the Administration and Supervision of Early Childhood Settings
EYC 550	Special Topics

Reflective Practice (9 credits):

EYC 800	Field Experience in Early Childhood Settings and Culminating Project
EYC 820	Student Teaching in Early Childhood Settings (6 credits)

OR

EYC 851-852	Student Teaching I and II in Early Childhood Settings for Uncertified Early Childhood Teachers (6 credits)
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Track II: In-service M.A.*Courses are 3 credits unless otherwise noted.*

This track requires a minimum of 30 credits and a maximum of 39 credits, depending upon waived courses. The following 19 credits may be waived if appropriate coursework (graduate or undergraduate) is presented. Graduate course substitution will be required to meet the minimum of 30 credits.

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

Introductory Course (3 credits):

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

ECH 600	Childhood Development
EEC 600	Introduction to Special Education
EYC 655	Children's Play: A Source of Development and Learning
EYC 660	Assessment, Observation, and Documentation in Early Childhood Settings (2 credits)
EYC 670	Classroom Management for Early Educators (2 credits)

Subject Matter Core (15 credits):

ELY 545	Children's Literature
ELY 625	Approaches to Teaching Literacy in Childhood Education
EYC 665	Artistic and Creative Expression in Young Children (2 credits)
ECH 710	Mathematics and Technology in Childhood Education
ECH 720	Science and Technology in Childhood Education
HED 610	Health Promotion for Teachers (1 credit)

Intensives (3 credits):*Choose a minimum of three of the following one-credit intensives:*

EYC 551	Speech and Language Development
EYC 552	The English Language Learner Student
EYC 553	The Gifted Child
EYC 554	Working with Paraprofessionals in the Classroom
EYC 555	Block Building
EYC 556	Sensory Learning
EYC 557	Introduction to the Administration and Supervision of Early Childhood Settings
EYC 550	Special Topics

Reflective Practice (5 credits):

EYC 801	Field Experience in Early Childhood Settings and Culminating Project (2 credits)	EYC 554	Working with Paraprofessionals in the Classroom
EYC 821	Practicum in Early Childhood Settings for Teachers Certified in Other Areas	EYC 555	Block Building
		EYC 556	Sensory Learning
		EYC 557	Introduction to the Administration and Supervision of Early Childhood Settings
<i>OR</i>			Special Topics
EYC 822	Summer Practicum in Early Childhood Settings for Teachers Certified in Other Areas	EYC 550	

Track III: Advanced Certificate

Courses are 3 credits unless otherwise noted.

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

Reflective Practice (5 credits):

EYC 801	Field Experience in Early Childhood Settings and Culminating Project (2 credits)
EYC 900	Applied Practicum in Early Childhood Settings

Introductory Course (3 credits):

EYC 650	Facing History: Roots of Early Childhood Education and Foundations for Practice
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Early Childhood Core (9 credits):

EYC 655	Children's Play: A Source of Development and Learning
EYC 660	Assessment, Observation, and Documentation in Early Childhood Settings (2 credits)
EYC 665	Artistic and Creative Expression in Young Children (2 credits)
EYC 670	Classroom Management for Early Childhood Educators (2 credits)

Intensives (3 credits):

Choose a minimum of three of the following one-credit intensives:

EYC 551	Speech and Language Development
EYC 552	The English Language Learner Student
EYC 553	The Gifted Child

The M.A. in Childhood Education (Precertification Program) and Elementary Teachers N–6 (In-Service Program)

Renee White-Clark, *Program Director*

The Childhood Education Program at Adelphi University, committed to the growth and well-being 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 teachers, 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 teachers 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 a teacher.

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 an initial program for students who do not currently hold certification in elementary (childhood) education. Qualified students certified in areas other than elementary education may enroll in this program in order to earn a second teaching cer-*

tificate and fulfill the graduate degree requirement for professional (permanent) certification in both areas. Upon application to the program, students' 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 education 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 State regulations, this program requires a minimum of 100 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. Students interested in the birth–grade 2 teaching certificate should enroll in our early childhood master's program.

Overview of the Program

(34–37 credits)

Note: The following course sequence is for students entering in the fall semester. See departmental adviser for sequence for students entering in spring or summer.

Courses are 3 credits unless otherwise indicated.

Childhood Core

Note: The first 12 credits below must be completed before Pedagogical Arts core is started.

ECH 600	Childhood Development
EDS 601	School and Society
EDS 652	Paradigms of Knowing
ECH 620	Assessment and Interaction in Childhood Education

Note: The following 7 credits may be taken at any time prior to student teaching.

Special needs: Choose one course (fieldwork required)

EEC 600	Introduction to Special Education
EEC 700	Families, Cultures and Learning
EEC 710	Classroom Management

Exploring the Arts: Choose one course

EAR 500	Special Topics
EAR 501	Visual and Fine Arts
EAR 502	Fiction and Film
EAR 503	Speech and Drama
EAR 504	Creative Movement
EAR 505	Autobiographical Writing

Health Studies

Take the following course:

HED 610	Health Promotion for Teachers (1 credit)
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Pedagogical Arts Core

ECH 595	Child Literacies: Literature, Culture and the Arts
ELY 625*	Approaches to Teaching Literacy
ECH 700*	Social Studies and Critical Literacy

* Fifty hours combined fieldwork required.

ELY 625 and ECH 700 must be taken together in one semester.

ECH 710**	Mathematics and Technology
ECH 720**	Science and Technology

** Fifty hours combined fieldwork required.

ECH 710 and 720 must be taken together in one semester.

Capstone Course

EDS 825	Master's Seminar: Inquiry in Teaching and Learning (must be taken prior to student teaching)
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Note: Already NYS Certified classroom teachers are waived from student teaching and take a 3-credit education elective in its place.

Student Teaching (3 credits)

Students are placed in one of the following tracks for student teaching:

A. Uncertified students not currently teaching childhood education must take:

ECH 830	Student Teaching in Childhood Education Precertification (3 credits)
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In-Service Program (33 credits for M.A.)

Open only to those provisionally certified in elementary education PreK–6. Leads to permanent certification only. Not available for initially certified childhood teachers.

Required Core (12 credits)

EDS 601	Schools and Society
EAR 500–505	Exploring the Arts
EDS 825	Masters Seminar: Inquiry in Teaching and Learning
ECH 620	Assessment and Interaction in Childhood Education

Area of Concentration (*take in last semesters*)
(12–15 credits)

Students may choose from a combination of the following, but at least two courses must be taken in any one area.

- Art Education
- Bilingual Education
- Foundations of Education
- Health Studies
- Liberal Arts and Sciences
- Middle School Education
- Literacy
- Adolescence Education
- Special Education
- TESOL

Education Electives (3–6 credits)**Liberal Arts Elective** (3 credits)

EDS 652	Paradigms of Knowing
<i>OR</i>	
Elective	Graduate Course in College of Arts and Sciences

**The M.A. in
Adolescence Education**

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 socio-cultural 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.

The M.A. in adolescence education is an initial program for students seeking 7–12 certification in English, biology, chemistry, earth science, mathematics, physics, and/or social studies. Four majors are offered in adolescence education: English, mathematics, science, and social studies. Students applying to this program are expected to have the appropriate undergraduate preparation in their chosen discipline (a baccalaureate degree or equivalent). Students with an appropriate liberal arts background who are certified in areas other than adolescence (secondary) education 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. Upon application to the program, students' 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 students lacking major in content area. Students with major must have a 3.0 GPA in major. The department of curriculum and instruction does not waive the student teaching requirement.

Students 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 (permanent) certification requirements for both areas.

Note: *In compliance with new State 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 20–30 hours of fieldwork in schools.*

Overview of the Program

(34–37 credits)

Note: *The following course sequence is for students entering in the fall semester. See departmental adviser for sequence for students entering in spring or summer.*

Courses are 3 credits unless otherwise indicated.

Fall, Year 1

EDS 601	School and Society
EDS 652	Paradigms of Knowing
EAE 725	Youth Literacies: Literature, Culture and the Arts

Graduate course in math, science, English, or social studies under advisement

Spring, Year 1

EAE 595	Inquiry and Expression: Literacy Across the Curriculum
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(Must be taken after completion of 12 credits and prior to completing 24 credits)

EAR 500–505	Exploring the Arts Elective (choose one)
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EAE 603*	Adolescent Experience
EEC 560*	Managing Inclusive Environments

**English, math, and science education majors take these courses simultaneously. Include 50 hours of combined fieldwork.*

EAE 603*	Adolescent Experience
EAE 518*	Instruction and Assessment in Social Studies Education

**Social studies education majors take these courses simultaneously. Include 50 hours of combined fieldwork.*

Fall, Year 2

All adolescence education students take the following:

EDS 825	Masters Seminar: Inquiry in Teaching and Learning
HED 610	Health Promotion for Teachers (1 credit)

Graduate elective in education or in mathematics, science, history, or English under advisement

Adolescence education students choose one of the following six-credit sequences as appropriate:

EAE 511	Instruction and Assessment in English Education
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(Requires 50 hours fieldwork for English education majors.)

Graduate course in English under advisement

EAE 513*	Instruction and Assessment in Mathematics Education
EAE 613*	Secondary Mathematics Content, Pedagogy and Assessment: Learning with Master Teachers

**Math education majors take these courses simultaneously. Include 50 hours of combined fieldwork.*

EAE 517* Instruction and Assessment in
Science Education

EAE 617* Science Content, Pedagogy
and Assessment: Learning
with Master Teachers

**Science education majors take these courses
simultaneously. Include 50 hours of combined
fieldwork.*

EEC 560* Managing Inclusive
Environments

EAE 618* Social Studies Content,
Pedagogy and Assessment:
Learning with Master
Teachers

**Social studies education majors take these courses
simultaneously. Include 50 hours of combined
fieldwork.*

Spring, Year 2

EAE 830 Student Teaching in
Adolescence Education

Note: *Already NYS Certified Classroom Teachers
take 3-credit education elective in place of student
teaching.*

The M.A. in Art Education

Diane M. Caracciolo, *Program Director*

Artistic activity is a psychologically integrating experience that naturally calls forth self-direction, learning through the senses, and multi-dimensional ways of knowing. The special mission of art education is to support the development of perceptual sensitivity and depth of expression within a cultural and educational context that is too often disconnected from both the outer world of the senses and the hidden world of imagination and inspiration. The goal of the 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, 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.

This is an initial program for students who do not currently hold certification in visual arts education. Qualified students 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. Students applying to this program are expected to have an undergraduate major or the equivalent in the visual arts. Upon application to the program, students' 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.

Students who currently hold visual arts certification should either enroll in a graduate program leading to initial certification in an area other than art education in order to fulfill professional

(permanent) certification requirements for both areas 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.

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

Overview of the Program

(34–37 credits)

Note: *The following course sequence is for students entering in the fall semester. See departmental adviser for sequence for students entering in spring or summer. All students are required to attend fall orientation, meet regularly with an adviser, and follow program advisement sheets with important notes and dates regarding state testing, deadlines for certification, graduation, and student teaching application, etc. This program of study requires a minimum of two years to complete for students required to student teach (two fall semesters, two spring semesters). Limited summer study is available, but not required.*

All courses are for three credits unless otherwise noted.

Fall, Year 1 (12 credits)

EAR 525	Establishing the Role of Arts in Education: The Historical and Philosophical Foundations of Art Education (fall only)
EAR 500–505	Exploring the Arts Series (select one course)
ART 700–724	Studio Art Elective
ECH 595	Child Literacies: Literature, Culture and the Arts
<i>OR</i>	
EAE 595	Youth Literacies: Literature, Culture and the Arts

Spring, Year 1 (12 credits)

EAR 509	Artistic Development Across the Lifespan (25 hours fieldwork, spring only)
<i>Must be taken with either</i>	
EEC 710	Classroom Management, 1–6 (25 hours fieldwork)
<i>OR</i>	
EEC 711	Managing Inclusive Environments, 7–12 (25 hours fieldwork)
EAE 596	Inquiry and Expression: Literacy Across the Curriculum
ART 700–724	Studio Art Elective

Fall, Year 2 (7–10 credits)

EAR 510	Instruction and Assessment in the Visual Arts (50 hours fieldwork)
EDS 825	Master's Seminar: Inquiry in Teaching and Learning
HED 610	Health Promotion for Teachers (1 credit)

Students not required to student teach add 3-credit studio art or exploring the arts elective.

Spring, Year 2 (6 credits)

EAR 820	Student Teaching in Art Education (6 credits)
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Bilingual Education and TESOL

Eva Roca, *Program Director*

The philosophical framework embraced by the programs in TESOL and Bilingual Education at Adelphi University combine theory, practice, and understandings that are inextricably intertwined with an awareness and sensitivity of gender, race, class, and ability in P–12 school-age children. Both programs are committed to preparing teachers and related support profes-

sionals to meet the needs and demands of diverse communities.

Master of Arts in TESOL

The M.A. in TESOL (Teaching English to Speakers of Other Languages) is an initial program for students who do not currently hold certification in ESL Education. Qualified students 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 students seeking initial certification in TESOL. Upon application to the program, students' undergraduate transcripts will be evaluated for appropriate 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.

The Advanced Certificate program in TESOL was designed for students who are certified in areas other than ESL, who may hold initial (provisional) or professional (permanent) certification, and who seek an additional certificate.

The department does not offer an in-service graduate degree program in TESOL leading to professional (permanent) certification for students who already hold initial (provisional) certification in ESL. Students who currently hold ESL certification should enroll in a graduate program leading to initial certification in an area other than TESOL in order to fulfill professional (permanent) certification requirements in both areas.

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

Overview of the Program

(40 credits)

Note: *The following course sequence is for students entering in the fall semester. See departmental adviser for sequence for students entering in spring or summer.*

Courses are 3 credits unless otherwise indicated.

Fall, Year 1: Foundations (Entry Level)

EBE 600*	Foundations of Bilingual and Multicultural Education: Theory & Practice
EBE 601*	TESOL I: Developing Literacy and Language Arts in the ESL Classroom
<i>(EBE 600 and EBE 601 are corequisites)</i>	
EBE 620*	Linguistics for Teachers: Psycho/Structural Considerations
EDS 601	School and Society (fall or spring)

** 25 hours of fieldwork required*

Spring, Year 1: Language (Middle Level)

EBE 611	Methods of Teaching Literacy and Native Language Arts in the Bilingual Classroom
EBE 630	Structure of English: Pedagogical Grammar for TESOL
EBE 720	Assessment Considerations for ESL and Bilingual Populations
EBE 721	Theories of Second Language Acquisition: Socio-Cultural Considerations

Fall, Year 2: Pedagogy

EBE 602*	TESOL II: Developing Literacy & Technology Skills in Content Areas
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EEC 710* Classroom Management

OR

EEC 711* Managing Inclusive
Environments

* 25 hours of fieldwork required

HED 610 Health Promotion (1 credit)
(corequisites: EBE 602 and
EEC 710 or 711)

Elective Graduate Level Elective
(If needed, refer to the list
of program electives.)

Spring, Year 2: Performance (9 credits)

EBE 825 Master's Seminar in TESOL

EBE 820 TESOL Student Teaching

Program Electives

Recommended graduate electives (if needed):

Adolescence

EAE 603 The Adolescent Experience

EAE 725 Youth Literacies: Literature,
Culture, and the Arts

Art

EAR 500 Exploring the Arts

Childhood

ECH 600 Childhood Education

ECH 725 Child Literacies: Literature,
Culture, and the Arts

Childhood Special Education

EEC 600 Introduction to Special
Education

EEC 700 Families, Culture, and
Learning

Literacy

ELY 521 Literacy for Young Adults

ELY 545 Children's Literature (B-6)

ELY 602 The Reading-Writing
Connection

ELY 603 Literature in Middle and
Secondary Schools

ELY 723 Multicultural Literacy in
Classrooms K-12

Overview of the Advanced Certificate Program in TESOL

(24 credits)

EBE 600 Foundations of Bilingual and
Multicultural Education:
Theory and Practice (25 hours
fieldwork)

EBE 601 TESOL I: Developing Literacy
and Language Arts Skills in
the ESL Classroom (25 hours
fieldwork)

EBE 602 TESOL II: Developing
Literacy and Technology
Skills in the Content Area
ESL Classroom (25 hours
fieldwork)

EBE 620 Linguistics for Teachers:
Psycho-Structural
Considerations

EBE 630 Structure of English:
Pedagogical Grammar for
TESOL

EBE 720 Assessment Considerations
for ESL and Bilingual
Populations

EBE 721 Theories of Second Language
Acquisition: Socio-Cultural
Considerations Student
Teaching

EBE 821 Student Teaching in ESL
Instructional Settings
(3 credits)

OR

EBE 822 Practicum in ESL
Instructional Settings
(3 credits)

Overview of the Bilingual Education Extension Advanced Certificate Program

(24 credits)

For students who already hold professional (permanent) certification in special, adolescent (secondary), childhood (elementary) education or literacy.

EBE 600	Foundations of Bilingual and Multicultural Education: Theory and Practice (25 hours fieldwork)
EBE 601	TESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom (25 hours fieldwork)
EBE 610	Methods and Materials in Bilingual Education: Content Area Considerations
EBE 611	Methods of Teaching Literacy and Native Language Arts in the Bilingual Classroom
EBE 620	Linguistics for Teachers: Psycho-Structural Considerations
EBE 720	Assessment Considerations for ESL and Bilingual Populations
EBE 721	Theories of Second Language Acquisition: Socio-Cultural Considerations

Student Teaching (3 credits)

EBE 831	Practicum in Bilingual Education for Certified Teachers (3 credits)
EBE 832	Summer Practicum in Bilingual Education for Certified Teachers (3 credits)

Overview of the Bilingual Extension to the TSSLD Certification (Teacher of Students with Speech and Language Disabilities)

Course Requirements (15 credits)

EBE 600	Foundations of Bilingual and Multicultural Education: Theory and Practice (25 hours fieldwork)
EBE 601	TESOL I: Developing Literacy and Language Arts Skills in ESL Classrooms (25 hours fieldwork)
EBE 610	Methods and Materials in Bilingual Education: Content Area Considerations
EBE 721	Theories of Second Language Acquisition: Socio-Cultural Considerations Student Teaching (3 credits)
SPH 675	Clinical Practice in a Bilingual School Setting

Overview of the Post-Master's Bilingual Certification Extension for School Social Workers

Course Requirements (16 credits)

EBE 600	Foundations of Bilingual and Multicultural Education: Theory and Practice (25 hours fieldwork)
EBE 610	Methods and Materials in Bilingual Education: Content Area Considerations
SWK 542	Oppression, Diversity and the Struggle for Human Rights (4 credits)
SWK 728	Social Work with Children and Adolescents
SWK 792	Bilingual-Bicultural Internship (4 credits)

Bilingual School Social Work

Post-Master's Bilingual Extension for School Social Workers

The 16-credit Advanced Certificate leading to the Bilingual Certification Extension is intended for bilingual individuals who hold an M.S.W. Candidates for this Advanced Certificate will be required to pass the New York State Teacher Certification, Bilingual Education Assessment (BEA).

The M.A. in Educational Leadership and Technology

Patricia Ann Marcellino, *Program Director*

The Educational Leadership and Technology program is offered by the School of Education, in cooperation with the School of Business, and the College of Arts and Sciences 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, students will gain greater knowledge and proficiency in the management of school personnel and in the role technology plays in educational practice.

Students may choose from three program options:

- A 36-credit Master of Arts degree program. Completion of the degree fulfills the programmatic requirements for the New York State School Administrator/Supervisor (S.A.S.) Certificate for school building leader.
- A 30-credit Certificate track necessary for New York State Certification S.A.S. in School Administration/Supervision for school building leader.
- A 15-credit Advanced Certificate, intended for educational leaders who already have a Master's degree and (S.A.S.) Certification and are seeking to gain additional knowledge and proficiency in the functions and uses of technology within school settings. This track alone does not lead to S.A.S. Certification.

Note: *Documentation of a minimum of three years full-time work as a teacher or other professional in a K–12 setting is required for admission.*

Master's Degree Educational Leadership and Technology

(36 credits)

Sequence of Courses:

Program of Study

Foundations Courses

(18 credits)

EDL 590	Ethics, Law, and Technology (3 credits)
EDL 553	Educational Policy (3 credits)
EDL 561	Management Theory and Organizational Behavior (3 credits)
EDL 533	Computer Based Technologies in Education (3 credits)
BUS 500	Financial Accounting (3 credits)
EDL 591	Technology, Pedagogy, and School Reform (3 credits)

Field-Based and Applied Courses

(18 credits)

EDL 666	School Leadership (3 credits)
EDL 554	Research and Evaluation in Schools (3 credits)
EDL 557	Technology and School Administration (with 10-hour practicum) (3 credits)
EDL 556	Supervision in the Schools (with 30-hour practicum) (4 credits)
EDL 555	Administrative Internship (320 hours) (5 credits)

Certificate in Educational Leadership and Technology

(30 credits)

*Prerequisite: Requires a master's degree for entry.**Sequence of Courses:*

EDL 590	Ethics, Law, and Technology (3 credits)
EDL 666	School Leadership (3 credits)
EDL 533	Computer Based Technologies in Education (3 credits)
EDL 553	Educational Policy (3 credits)
EDL 554	Research and Evaluation in Schools (3 credits)
EDL 557	Technology in School Administration (with 10-hour practicum) (3 credits)
EDL 561	Management Theory and Organizational Behavior (3 credits)
EDL 556	Supervision in the Schools (with 30-hour practicum) (4 credits)
EDL 555	Administrative Internship (320 hours) (5 credits)

Advanced Certificate in Educational Leadership and Technology

(15 credits) (S.A.S. Certification required)

Sequence of Courses:

EDL 590	Ethics, Law, and Technology (3 credits)
EDL 533	Computer Based Technologies in Education (3 credits)
EDL 666	School Leadership (3 credits)
EDL 591	Technology, Pedagogy, and School Reform (3 credits)
EDL 557	Technology in School Administration (with practicum) (3 credits)

The M.S. Program in Literacy

Adrienne Sosin, *Program Director*

The M.S. in Literacy

(36 or 42 credits)

This program is designed to offer an integrated, theoretically grounded view of literacy and literacy learning that addresses the needs of students and teachers in diverse communities. To this end we aim to 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 as campus or school district literacy program coordinators or directors. Completion of the program will lead to New York State certification as 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 students completing the program of study will be recommended for certification as a literacy specialist, for birth through grade 12 (42 credits); birth through grade 6 (36 credits); or grade 5 through grade 12 (36 credits).

As a part of program requirements, students will be introduced to the development of a professional standards-based electronic portfolio. This portfolio will be maintained throughout the program by the student and will result in a summative literacy portfolio submitted as part of ELY 810 Literacy and Research Inquiry II.

For more information about the program students are advised to see the *Handbook for the Graduate Literacy Program and Portfolio Preparation Guide*. Please contact the department chair for additional information at (516) 877-4084.

The Center for Literacy and Learning

Maryellen Rafferty, *Director*

The Center for Literacy and Learning provides an important practicum component for graduate students enrolled in the literacy programs. Under the supervision of our faculty, students have the opportunity to strengthen their ability to assess and address the literacy needs of children. All graduate students 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.

Specific Requirements for All Majors in Literacy:

Birth through Grade 12 (42 credits)

I. Core Sequence (27 credits)

- | | |
|----------|---|
| ELY 600 | Literacy and Research: Inquiry I
(This course should be taken as the first course in the core sequence.) |
| ELY 602 | The Reading Writing Connection |
| ELY 750* | Assessing and Addressing Literacy Needs I
(Prerequisites: ELY 600 and ELY 602 or ELY 603) |
| ELY 751* | Assessing and Addressing Literacy Needs II
(Prerequisite: ELY 750) |
| ELY 753 | Practicum in Literacy I
(Prerequisite: ELY 751) |
| ELY 754 | Practicum in Literacy II
(Prerequisite: ELY 753 prior to registration for this course) |
| ELY 800 | Organizing, Supervising and Reforming Literacy Programs |
| ELY 810 | Literacy and Research: Inquiry II
(Students must have completed a minimum of 24 credits prior to registering for this course.) |

*Permission of adviser is required.

2. Directed Electives (9 credits)

- ELY 521 Literature for Young Adults
- ELY 545 Children’s Literature
- ELY 653 Language, Literacy, and Culture

3. Free Electives (6 credits)

Under Advisement

Literacy Program—Graduate

Birth through Grade 6 (36 credits)

1. Core Sequence (24 credits)

- ELY 600 Literacy and Research Inquiry I
- ELY 602 The Reading Writing Connection
- ELY 750* Assessing and Addressing Literacy Needs I
(Prerequisites: ELY 600 and 602)
- ELY 751* Assessing and Addressing Literacy Needs II
(Prerequisite: ELY 750)
- ELY 753 Practicum in Literacy I
(Prerequisite: ELY 751)
- ELY 754 Practicum in Literacy II
(Prerequisite: ELY 753)
- ELY 800 Organizing, Supervising and Reforming Literacy Programs
- ELY 810 Literacy and Research: Inquiry II
(Students must have completed a minimum of 24 credits prior to registration for this course.)

**Permission of adviser is required.*

2. Directed Electives (6 credits)

- ELY 545 Children’s Literature
- ELY 653 Language, Literacy, and Culture

3. Free Electives (6 credits)

Under Advisement

Grade 5 through Grade 12 (36 credits)

1. Core Sequence (24 credits)

- ELY 600 Literacy and Research Inquiry I
- ELY 603 Literacy in the Middle and Secondary Schools
- ELY 750* Assessing and Addressing Literacy Needs I
(Prerequisites: ELY 600, ELY 603)
- ELY 751* Assessing and Addressing Literacy Needs II
(Prerequisite: ELY 750)
- ELY 753 Practicum in Literacy I
(Prerequisite: ELY 751)
- ELY 754 Practicum in Literacy II
(Prerequisite: ELY 753)
- ELY 800 Organizing, Supervising and Reforming Literacy Programs
- ELY 810 Literacy and Research: Inquiry II
(Students must have completed a minimum of 24 credits prior to registering for this course.)

**Permission of adviser is required.*

2. Directed Electives (6 credits)

- ELY 521 Literature for Young Adults
- ELY 653 Language, Literacy and Culture

3. Free Electives (6 credits)

Under Advisement

The M.S. in Childhood Special Education

Anne Mungai, *Program Director*

Recent New York State regulations require that students wishing to become special educators must also be certified in a particular grade range. The M.S. in Childhood Special Education is an in-service program for students who already hold initial (provisional) certification in childhood (elementary) education. For students who hold no certification or hold certification in an area other than elementary and/or special education, the department offers the dual major in Special Education in Inclusive Settings. This program awards initial NYS teacher certification in both Childhood Education, grades 1–6 and Special Education, grades 1–6. 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 students who already hold provisional or initial certification in special education. Students 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.

Childhood Special Education

(For students certified in elementary/childhood education)

Program Overview (33–39 credits)

Please consult an adviser for recommended course sequences, fieldwork requirements, and other program requirements.

Courses are 3 credits unless indicated otherwise.

Prerequisites:

EEC 600	Introduction to Special Education
SPH 602	Speech Language and Development

Required courses:

EEC 610	Current Topics in Special Education (Research I)
EEC 620	Technology and Instruction
EEC 630	Human Development, Cognition, and Teaching Families, Cultures, and Learning
EEC 700	Formal and Informal Methods of Assessment
EEC 720	Team Collaboration
EEC 705	Classroom Management
EEC 710	Methods of Instruction
EEC 750	Master's Seminar in Special Education (Research II)
EEC 800	Literacy for the Exceptional Child
ELY 630	

Student Teaching (3 credits)

EEC 821	Practicum in Special Education for teachers certified in other areas
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OR

EEC 822	Summer Practicum in Special Education for teachers certified in other areas
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Special Education in

Inclusive Settings *(For students without elementary/childhood certification)*

There are two tracks to this program. The **Preservice Track** is 49–55 credits and open to students holding no teaching certificates. The **In-Service Track** is 33–52 credits and 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
(Preservice Track)**

(Certification in Childhood Special Education and Childhood Education 1–6)

Note: The Preservice Track is only open to candidates with no prior classroom teaching certificates. Prerequisite courses: EDS 601 School and Society and SPH 602 Speech and Language Development (may be taken concurrently with foundation courses) 3 credits

Required Special Education Courses

Courses are 3 credits unless indicated otherwise.

EEC 600	Introduction to Special Education
EEC 610	Current Topics in Special Education (Research I)
EEC 620	Technology and Instruction
EEC 630	Human Development, Cognition, and Teaching
EEC 700	Families, Cultures, and Learning
EEC 705	Team Collaboration
EEC 710	Classroom Management
EEC 720	Formal and Informal Methods of Assessment
EEC 740	Math and Science Technology Education for Special Education Students
EEC 750	Methods of Instruction
EEC 800	Master's Seminar in Special Education (Research II)

Special education subtotal: 33 credits

Other Required Courses:

Courses are 3 credits unless indicated otherwise.

ECH 700	Social Studies and Critical Literacy in Childhood Education
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ELY 625	Approaches to Teaching Literacy in Childhood Education
ELY 630	Literacy for the Exceptional Child (<i>Prerequisite: ELY 625</i>)
HED 610	Health Promotion for Teachers (1 credit)

Other required courses subtotal: 10 credits

Student Teaching/Reflective Practice

EEC 820	Student Teaching in Special Education and Childhood Education in Inclusive Settings and Seminar (6 credits)
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Total credits required: 49–55

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

Anne Mungai, *Program Director*

Certification in Childhood Special Education and Childhood Education 1–6

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.*

Prerequisite Courses

EDS 601	School and Society
SPH 602	Speech and Language Development

(may be taken concurrently with foundation courses)

ECH 700	Social Studies and Critical Literacy in Childhood Education
EEC 740	Math and Science Education for Special Education Students
ELY 625	Approaches to Teaching Literacy
HED 610	Health Promotion for Teachers (1 credit)
EEC 600	Introduction to Special Education

Required Special Education Courses

Courses are 3 credits unless indicated otherwise.

EEC 610	Current Topics in Special Education (Research I)
EEC 620	Technology and Instruction
EEC 630	Human Development, Cognition, and Teaching Families, Cultures, Professionals and Children: Collaborating for Children with Special Needs
EEC 700	Team Collaboration
EEC 705	Classroom Management
EEC 710	Formal and Informal Methods of Assessment
EEC 720	Math and Science Technology Education for Special Education Students
EEC 740	Methods of Instruction
EEC 750	Master's Seminar in Special Education (Research II)
EEC 800	Literacy for the Exceptional Child (<i>Prerequisite:</i> ELY 625)
ELY 630	

Student Teaching/Reflective Practice:

EEC 821	Practicum in Special Education for Teachers Certified in Other Areas
OR	
EEC 822	Summer Practicum in Special Education for Teachers Certified in Other Areas

Total credits required: 33–52

The M.S. and Advanced Certificate in Early Childhood Special Education

Crystal Kaiser, *Program Director*

In keeping with New York State regulations, candidates who wish to become early childhood special educators must possess (regular education) certification for the same age level (birth through grade 2) or earn such certification in one of our dual certification programs. We offer four programs; each designed to meet the unique needs of candidates who have had different levels of preparation.

1. **Master of Science in Early Childhood Special Education (Dual Certification—Preservice), Birth through Grade 2:** This program leads to certification in both early childhood and early childhood special education. This program is intended for candidates who do not hold certification in either of the stated areas.
2. **Master of Science in Early Childhood Special Education (Dual Certification—In-Service), Birth through Grade 2:** This program leads to certification in early childhood and early childhood special education. This program is intended for candidates who already hold certification in a teaching area, but not in either of the two stated areas.
3. **Master of Science in Early Childhood Special Education (Single Certification—In-Service), Birth through Grade 2:** This program leads to certification in early childhood special education. This program is intended for candidates who already hold certification in early childhood.

4. **Advanced Certificate in Early Childhood Special Education, Birth through Grade 2:** This program leads to certification in early childhood special education; it does not provide a degree. The program is intended for candidates who already hold certification in early childhood, have a master's degree (needed for professional or permanent certification) and are seeking additional training and certification.

Note: *These programs are not available for candidates who hold initial certification in early childhood special education. 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.

1. Master of Science in Early Childhood Special Education (Dual Certification—Preservice)

Program Prerequisites: ECH 600 Child Development or EEC 630 Learning Theory, or the undergraduate equivalent within previous 5 years.

This program leads to certification in both early childhood and early childhood special education, birth through grade 2. It is intended for candidates who do not hold certification in either of the stated areas.

Required Course Work:

Courses are 3 credits unless otherwise indicated. (Indicates course includes field-experience component.)*

I. Early Childhood Education (EYC)**Foundations** (18 credits)

May be taken prior to [recommended] or concurrently with ECS Foundations courses.

EYC 650	Facing History: Roots of Early Childhood Education and Foundations for Practice
SPH 602	Speech and Language Development
EYC 655	Children's Play: A Source of Development and Learning
EYC 665	Artistic & Creative Expression for Early Childhood Educators (2 credits)
ELY 640*	Emergent Literacy in Early Childhood Education (Prerequisite: SPH 602)
EYC 710*	Development of Mathematical Thinking in Young Children (2 credits)
EYC 720*	Early Science and Technology in Early Childhood (2 credits)

II. Early Childhood Special Education (ECS) Foundations (12 credits)

May be taken subsequent to [recommended] or concurrently with EYC Foundations courses.

EEC 600*	Introduction to Special Education
ECS 600*	Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants, and Toddlers (Prerequisite: EEC 600)
ECS 610*	Creating & Maintaining Family Partnerships for Infants and Young Children with Special Needs
ECS 620*	Introduction to Inclusive Early Childhood Special Education: Preschool through Primary (Prerequisite: EEC 600)

III. Early Childhood Special Education (ECS) Advanced Sequence (12 credits)

All ECS Foundations courses should be completed prior to or concurrently with enrolling in the courses listed below.

ECS 700*	Authentic Infant and Early Childhood Identification, Assessment and Progress Evaluation
ECS 710*	Inclusive Curriculum, Methods, and Teaming for Infants and Young Children with Disabilities (Prerequisite: ECS 700)
ECS 720*	Applied Behavioral Analysis and Positive Behavioral Support: Self, Individual, and Group Management in Early Childhood (Prerequisite: ECS 700)
ECS 800*	Masters Seminar in Early Childhood Special Education: Authentic Research and Advocacy
HED 610	Health Promotion for Teachers (1 credit) (Additional NYS required course)

IV. Student Teaching in Early Childhood Special Education (6 credits)

Any combination of 6 credits may be selected from the options below, with advisement.

ECS 840 and ECS 850	Student Teaching I and II in Early Childhood Special Education and Clinical Seminar (6 credits total)
ECS 860 and ECS 870	Summer Student Teaching in Early Childhood, I and II Special Education and Clinical Seminar (6 credits total)

Electives (Program 1: Preservice Dual Certification): (6 credits, based on advisement)
 (*Indicates fieldwork requirement)

ELY 545	Children's Literature
EEC 620	Technology and Instruction
EEC 700*	Families, Cultures and Learning
EEC 705	Team Collaboration
EEC 725	Individual Evaluation in Special Education (Prerequisite: ECS 700)
EYC 550	Special Topics in Early Childhood Education (1 credit)
EYC 552	The English Language Learner Student (1 credit)
EYC 553	The Gifted Child (1 credit)
EYC 554	Working with Paraprofessionals in the Classroom (1 credit)
EYC 555	Block Building (1 credit)
EYC 556	Sensory Learning (1 credit)
EYC 557	Introduction to the Administration and Supervision of Early Childhood Settings (1 credit)
ECS 810	Special Topics in Early Childhood Special Education
ECS 820*	Supplemental Supervised Early Childhood Special Education Field Experience and Seminar

2. Master of Science in Early Childhood Special Education (Dual Certification—In-Service), Birth through Grade 2

Program Pre/Corequisites: EEC 630; SPH 602; ELY 640; EYC 710; EYC 720; EYC 665; EEC 600, or the graduate or undergraduate equivalent within the past 5 years.

This program leads to certification in early childhood and early childhood special education. It is intended for candidates who already

hold certification in a teaching area, but not in either of the two stated areas.

Required Course Work:

(*Indicates course includes field-experience component)

I. Early Childhood Education (EYC)

Foundations (6 credits):

EYC 650	Facing History: Roots of Early Childhood Education and Foundations for Practice
EYC 655	Children's Play: A Source of Development and Learning

II. Early Childhood Special Education (ECS) Foundations (9 credits):

ECS 600*	Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants, and Toddlers (Prerequisite: EEC 600)
ECS 610*	Creating and Maintaining Family Partnerships for Infants and Young Children with Special Needs
ECS 620*	Introduction to Inclusive Early Childhood Special Education: Preschool through Primary (Prerequisite: EEC 600)

III. Early Childhood Special Education (ECS) Advanced Sequence (12 credits)

ECS Foundations courses must be completed prior to or concurrently with the courses listed below.

ECS 700*	Authentic Infant & Early Childhood Identification, Assessment and Progress Evaluation
ECS 710*	Inclusive Curriculum, Methods & Teaming for Infants and Young Children with Disabilities (Prerequisite: ECS 700)

ECS 720*	Applied Behavioral Analysis and Positive Behavioral Support: Self, Individual and Group Management in Early Childhood (Prerequisite: ECS 700)	EYC 555	Block Building (1 credit)
		EYC 556	Sensory Learning (1 credit)
		EYC 557	Introduction to the Administration and Supervision of Early Childhood Settings (1 credit)
ECS 800*	Masters Seminar in Early Childhood Special Education: Authentic Research and Advocacy	ECS 810	Special Topics in Early Childhood Special Education Supplemental Supervised Early Childhood Special Education Field Experience and Seminar
		ECS 820*	

IV. Practicum in Early Childhood Special Education (3 credits)

Any single selection of 3 credits; all advanced sequence courses to be completed first.

ECS 880 or ECS 890:	Practicum I and II in ECSE and Clinical Seminar (3 credits each)
ECS 891 or ECS 892:	Summer Practicum I and II in ECSE and Clinical Seminar (3 credits each)

Electives (Program 2: In-Service Dual Certification):

(6 credits are required, based on advisement)
(*Indicates fieldwork requirement)

ELY 545	Children's Literature
EEC 620	Technology and Instruction
EEC 700*	Families, Culture and Learning
EEC 705	Team Collaboration
EEC 725	Individual Evaluation in Special Education (Prerequisite: ECS 700)
EYC 550	Special Topics in Early Childhood Education (1 credit)
EYC 552	The English Language Learner Student (1 credit)
EYC 553	The Gifted Child (1 credit)
EYC 554	Working with Paraprofessionals in the Classroom (1 credit)

3. Master of Science in Early Childhood Special Education (Single Certification—In-Service), Birth through Grade 2

This program leads to certification in early childhood special education. It is intended for candidates who already hold certification in early childhood.

Required Course Work:

(*Indicates course includes field experience component)

I. Early Childhood Special Education (ECS) Foundations (9 credits):

ECS 600*	Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants, and Toddlers (Prerequisite: EEC 600)
ECS 610*	Creating and Maintaining Family Partnerships for Infants and Young Children with Special Needs
ECS 620*	Introduction to Inclusive Early Childhood Special Education: Preschool through Primary (Prerequisite: EEC 600)

II. Early Childhood Special Education (ECS) Advanced Sequence (12 credits)

ECS Foundations courses must be completed prior to/concurrent with the following:

ECS 700*	Authentic Infant & Early Childhood Identification, Assessment and Progress Evaluation
ECS 710*	Inclusive Curriculum, Methods & Teaming for Infants and Young Children with Disabilities (Prerequisite: ECS 700)
ECS 720*	Applied Behavioral Analysis and Positive Behavioral Support: Self, Individual and Group Management in Early Childhood (Prerequisite: ECS 700)
ECS 800*	Masters Seminar in Early Childhood Special Education: Authentic Research and Advocacy

III. Practicum and Seminar in Early Childhood Special Education (3 credits)

All ECSE Advanced Sequence Courses must be completed prior to Practicum.

Either ECS 880, 890, 891, or 892 Practicum in ECSE and Clinical Seminar

Electives (Program 3: In-Service Single Certification Program):

(6 credits are required based on advisement.)

(*Indicates course has a fieldwork requirement)

ELY 545	Children's Literature
EEC 620	Technology and Instruction
EEC 700*	Families, Culture and Learning
EEC 705	Team Collaboration
EEC 725	Individual Evaluation in Special Education (Prerequisite: ECS 700)

EYC 550	Special Topics in Early Childhood Education (1 credit)
EYC 552	The English Language Learner Student
EYC 553	The Gifted Child (1 credit)
EYC 554	Working with Paraprofessionals in the Classroom (1 credit)
EYC 555	Block Building (1 credit)
EYC 556	Sensory Learning (1 credit)
EYC 557	Introduction to the Administration and Supervision of Early Childhood Settings (1 credit)
ECS 810	Special Topics in Early Childhood Special Education
ECS 820*	Supplemental Supervised Early Childhood Special Education Field Experience and Seminar

4. Advanced Certificate in Early Childhood Special Education, Birth through Grade 2

This program leads to certification in early childhood special education; it does not provide a degree. The program is intended for candidates who already hold certification in early childhood, have a master's degree (needed for professional or permanent certification), and are seeking additional training and certification.

Required Course Work:

(*Indicates course includes field-experience component)

I. Early Childhood Special Education (ECS) Foundations (9 credits):

ECS 600*	Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants, and Toddlers (Prerequisite: EEC 600)
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- ECS 610* Creating & Maintaining Family Partnerships for Infants and Young Children with Special Needs
- ECS 620* Introduction to Inclusive Early Childhood Special Education: Preschool through Primary
(Prerequisite: EEC 600)

II. Early Childhood Special Education (ECS) Advanced Sequence (9 credits)

ECS Foundations courses must be completed prior to or concurrent with the following:

- ECS 700* Authentic Infant & Early Childhood Identification, Assessment and Progress Evaluation
- ECS 710* Inclusive Curriculum, Methods & Teaming for Infants and Young Children with Disabilities
(Prerequisite: ECS 700)
- ECS 720* Applied Behavioral Analysis and Positive Behavioral Support: Self, Individual and Group Management in Early Childhood
(Prerequisite: ECS 700)

III. Practicum and Seminar in Early Childhood Special Education (3 credits)

(Note: All ECSE advanced sequence courses must be completed prior to Practicum.)

Either ECS 880, 890, 891, or 892 Practicum in ECSE and Clinical Seminar

Health Studies, Physical Education and Human Performance Science

Leah Fiorentino, *Acting Chair*

Philosophy

Health education, physical education, and human performance science are disciplines or programs of study that relate to individuals at every stage of life: preschool, children, adults, and the aging. The impact of health education, physical education, and human performance science on individuals can be significant and critical to many of the current issues facing society. For example, health education, physical education, and sport can provide stability in the face of the breakdown of the traditional family unit and the number of at-risk-youths. Furthermore, health, fitness, and nutrition education continue 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.

In light of the diversity of aims and applications that characterize today's health and physical education programs, the department has recently committed its resources to the development of programs with multidisciplinary perspectives. The department prepares professionals to work with many different populations such as preschoolers, the adolescent, the adult, the elderly, the differently abled, the athlete, and the injured. Instead of the specialist teaching only about sport skills and specific health-related knowledge, we envision the health and physical education professional teaching about "lifestyle," including areas related to wellness, physical activity, nutrition, stress reduction, personal living skills, multicultural awareness, cooperation, and sharing through games, dance, sport, physical activities, and discussion. While the schools are an essential site for this education, the development of departmental goals and objectives requires the interaction of professionals beyond the school setting, including the home,

community, and worksite. Corporate fitness, and wellness centers, recreation, park and community centers, YM/YWCA, hospitals, senior citizen centers, and retirement homes are but a few of the settings where reinforcement and development of goals may be established.

Students with a Baccalaureate in Disciplines Other Than Health Studies and Physical Education

Although the baccalaureate in health studies or physical education is recommended for admission to candidacy, it is not required. When candidates have a deficiency in their academic background, they may be required to complete additional courses.

Twelve credits in professional education courses plus supervised student teaching (or one year of teaching experience) are also required if a candidate desires New York State teacher certification. *See GATE programs below.*

The M.A. in Health: Teacher “K–12”

Candidates for the Master of Arts in school health education should have an undergraduate background in health or health-related areas. Where deficient, candidates 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.

Graduate Alternative Teacher Education (GATE) Program

(37–58 credits)

(M.A. in health education for students without initial 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.)*

Required Courses (28–34 credits)

HED 602	Research and Technology in Health Education
HED 603	Mind/Body Dimensions in Health
HED 607	Health Promotion for Children and Adolescents
HED 621	Teaching Human Sexuality <i>(Prerequisite: HED 604)</i>
HED 627	School Health Program and Policies
HED 650	Health and Cultural Diversity
HED 701	Substance Abuse Prevention <i>(Prerequisite: HED 501)</i>
HED 702	Intervention Techniques for Health Educators
HED 703	Dynamics of Teaching Health Education <i>(Prerequisite: 12 health credits)</i>
HED 792	Fieldwork Internship

Education Requirements (if needed)

EDS 601	School and Society
ECH 600	Childhood Development,
OR	
EAE 603	The Adolescent Experience

Electives/Corequisites (minimum 9 credits depending on previous academic experience)
Comparable courses and other academic experiences may be substituted.

HED 501	Dynamics of Substance Abuse
HED 505	Multidimensional Aspects of Stress
HED 506	Health and Nutrition
HED 520	Special Topics

HED 571	Health Issues for Elementary Educators	HED 607	Health Promotion for Children and Adolescents
HED 601	Contemporary Health Issues	HED 621	Teaching Human Sexuality
HED 604	Aspects of Human Sexuality	HED 627	School Health Program and Policies
HED 605	Issues in Community Health	HED 650	Health and Cultural Diversity
HED 653	Environmental Health	HED 701	Substance Abuse Prevention
HED 654	Mass Communication for Health Educators	HED 702	Intervention Techniques
HED 791	Independent Study	HED 703	Dynamics of Teaching Health Education
BIO 203/BIO 204	Anatomy/Physiology	HED 792	Fieldwork (1 credit)
<i>OR</i>			
PED 501	Science Foundations (other course work may be substituted)		
HED 538	Student Teaching for NYS certification (not toward M.A.)		

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 538) does not count towards the M.A. degree.

Note 2: Field Experience Requisite—Students who do not have appropriate prior teaching experience working with children will be required to do so in health education. These experiences will be selected and scheduled through close advisement 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 M.A. in Health Education

(minimum 36 credits)

(For students who already have initial teacher certification in health education.)

Required Courses (minimum 27 credits)

HED 602	Research and Technology in Health Education
HED 603	Mind/Body Dimensions in Health

Electives in Health Education or Other Fields (minimum 9 credits)

HED 501	Dynamics of Substance Abuse
HED 504	Comprehensive Health Education for Secondary Students
HED 505	Multidimensional Aspects Stress
HED 506	Health and Nutrition
PED 509	Health and Fitness
HED 520	Special Topics in Health Education
HED 571	Health Issues for Elementary Educators
HED 601	Contemporary Health Issues
HED 604	Aspects of Human Sexuality
HED 605	Issues in Community Health
HED 653	Environmental Health
HED 654	Mass Communication Skills
HED 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 M.A. in Community Health Education

(minimum 37 credits)

(Does not lead to initial teacher certification)

The Master of Arts in community health education is a minimum of 37 credits (depending on candidate's prior course work and experience) designed to prepare community health education 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.

Course Requirements for the Community Health Education Program*

HED 601	Contemporary Health Issues
HED 602	Research and Technology in Health Education
HED 603	Mind/Body Dimensions in Health
HED 605	Issues in Community Health
HED 650	Health and Cultural Diversity
HED 654	Mass Communication for Health Educators
HED 703	Dynamics of Teaching Health
HED 750	Community Health Education: Planning and Implementation
HED 751	Fieldwork Internship in Community Health Education

Electives (health or health related)
(minimum 9 credits)

General Electives in Health:

HED 501	Dynamics of Substance Abuse
HED 505	Multidimensional Aspects of Stress
HED 506	Health and Nutrition
HED 520	Special Topics
HED 571	Health Issues for Elementary Education
HED 604	Aspects of Human Sexuality
HED 607	Health Promotion for Youth
HED 621	Teaching Human Sexuality

HED 653	Environment and Health
HED 701	Substance Abuse Prevention
HED 702	Intervention Techniques
HED 791	Independent Study

* Certain courses may be waived at the department's discretion and replaced by electives approved by the department.

Advanced Certificate Program in Community Health Education

(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 education.

Entrance Requirements

Completion of a master's degree in health education or related field.

Required Courses (19 credits)

HED 605	Issues in Community Health
HED 650	Health and Cultural Diversity
HED 654	Mass Communication for Health Educators
HED 703	Dynamics of Teaching Health
HED 750	Community Health Education: Planning and Implementation
HED 751	Fieldwork Internship in Community Health Education

Elective Courses (9 credits)

Pertinent to the area of community health 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.

The Master of Arts in Physical Education

(Professional certification for students who already have initial teacher certification in physical education.)

(33–36 credits, of which 21 credits must be in physical education.)

Required Courses: (18 credits)

PED 508	Technology in Health and Physical Education
PED 641	Social Foundations in Physical Education
PED 650	Research and Design
PED 652	Curriculum Analysis
PED 653	Motor Learning
PED 656	Teaching Analysis

Electives in Physical Education or Other Fields: (15–18 credits, including 1–3 credit internship)

PED 500	Organization and Principles of Coaching
PED 501	Scientific Foundations of Physical Activity
PED 502	Care and Prevention/Injuries
PED 509	Health-Related Fitness Education
PED 550	Special Workshop—Adapted
PED 550	Special Workshop—Exercise Science
PED 550	Special Workshop—Teaching
PED 550	Special Workshop—Sports Management
PED 550	Leadership Development (Meets violence prevention requirement)
PED 620	Clinical Aspects of Work Physiology
PED 621	Lab Investigations in Work Physiology
PED 623	Adult Fitness Programming
PED 624	Nutrition and Physical Activity
PED 625	Medical Aspects of Sport

PED 626	Theory of Prescribed Activity
PED 628	Cardiac Rehabilitation
PED 630	Psychology of Sport
PED 632	Sports Management
PED 636	Athletic Administration
PED 637	Organization and Administration in Physical Education
PED 638	Sport in American Culture
PED 639	Sports Law
PED 641	Social Foundations in Physical Education
PED 643	Movement Experience for the Elementary School Child
PED 652	Curriculum Analysis
PED 658	Neuromuscular Human Performance
PED 670	Physical Education for the Mentally Retarded
PED 671	Physical Education for the Exceptional Child
PED 672	Foundations of Physical Education/Physically Handicapped
PED 673	Evaluation/Special Physical Education
PED 676	Physical Education for the Physically Handicapped
PED 680	Advanced Topics in Physical Education
PED 792	Internship (1–3 credits)
PED 794-795	Fieldwork: Physical Education /Mentally Retarded
PED 796-797	Fieldwork: Physical Education /Physically Handicapped
PED 799	Advanced Practicum

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.

Recommended Departmental Electives in Elementary Physical Education

PED 643	Movement Experience/ Elementary School Child
PED 680	Innovative Activities for Elementary School
PED 509	Health-Related Fitness Education
PED 680	Preschool Physical Education

Recommended Departmental Electives in Exercise-Physiology/ Sports Medicine

PED 618-9	Advanced Exercise Physiology
PED 620	Clinical Aspects Work Physiology
PED 621	Lab Investigations
PED 623	Adult Fitness Program
PED 624	Nutrition & Activity
PED 625	Medical Aspects/Sport
PED 626	Theory of Exercise Prescription
PED 628	Cardiac Rehabilitation
PED 658	Neuromuscular Aspects

Recommended Departmental Electives in Adapted Physical Education

PED 670	Physical Education for the Mentally Handicapped
PED 671	Physical Education for the Exceptional Child
PED 672	Foundations of Physical Education/Physically Handicapped
PED 673	Evaluation/Special Physical Education

PED 676	Physical Education for the Physically Handicapped
PED 680	Motor Development
PED 658	Neuromuscular Aspects

Recommended Departmental Electives in Sports Management

PED 630	Psychology of Sport
PED 632	Sports Management
PED 636	Athletic Administration
PED 637	Organization and Administration in Physical Education
PED 638	Sport in American Culture
PED 639	Sports Law
PED 680	Computer Applications
PED 680	Sport Marketing
PED 680	Sport and Media
LES 670	Facilities Management

Recommended Departmental Electives in Coaching

PED 500	Organization and Principles of Coaching
PED 501	Scientific Foundations of Physical Activity
PED 502	Care and Prevention/Injuries
PED 624	Nutrition and Physical Activity
PED 630	Psychology of Sports
PED 638	Sport in American Culture
PED 639	Sports Law

Graduate Alternative Teacher Education (GATE) Program

(66 credits)

(M.A. in physical education for students without initial teacher certification.)

GATE provides an alternative track for both initial and professional certification. Students without prior certification in health education may enter the program. 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.*)

Specialization Core: Physical

Education Content (51 credits)

(48 credits PED-Specialized; 3 credits for PED 656 counted as EDU)

PED 461	Kinesiology
PED 463	Physiology of Exercise
PED 495	Foundations and Technique/Tumbling/Gym
PED 495	Foundations and Techniques/ Sports I
PED 495	Foundations and Techniques/ Sports II
PED 495	Foundations and Techniques/ Rhythms and Dance
PED 505	Professional Seminar
PED 508	Technology in Health and Physical Education
PED 509	Health-Related Fitness Education
PED 641	Social Foundations in Physical Education
PED 643	Movement Experience for the Elementary School Child
PED 650	Research & Design of Experiments
PED 652	Curriculum Analysis
PED 653	Motor Learning
PED 656	Teaching Analysis (counts as EDU credit for NYS)
PED 671	Physical Education for the Exceptional Child
PED 792	Internship in Physical Education

Education Foundations

(18 credits including PED 656)

EDU 516	Curriculum and Methods of Instruction
EDU 600	Childhood Development
EDU 601	School and Society
PED 536	Student Teaching and Seminar (6 credits)

Special Workshops and Seminars

(noncredit)

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 167 is required prior to EDU 516, PED 792 and/or PED 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 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.*

Specializations

Adapted Physical Education

(36 credits)

The department offers a course of study leading to an M.A. "K-12" degree in physical education with a specialization in adapted physical education. The program is designed to prepare

teachers for working with the special student (mentally and/or physically disabled) in the outdoor, pool, or gymnasium environments. Besides receiving an M.A. in physical education, the graduate of the program will receive a Certificate in Adapted Physical Education from Adelphi University. Students who already have a master's degree in physical education may wish to obtain the certificate without pursuing another degree. In this case, the student is required to complete the specialization requirements (minimum 15 credits).

Required Core (15 credits)

PED 508	Technology in Health and Physical Education
PED 650	Research and Design of Experiments
PED 652	Curriculum Analysis
PED 653	Motor Learning
PED 656	Teaching Analysis

Required Adapted Specialization

(15 credits)

PED 670	Physical Education for the Developmental and Learning Disabled
PED 671	Physical Education for the Exceptional Child
PED 672	Physical Education for the Physically Challenged
PED 673	Evaluation of Special Populations
PED 680	Advanced Topics in Physical Education (Motor Development and/or Sensory Improvement)
PED 792	Internship

Electives (6 credits)

SPE 521	Sign Language
PED 550	Workshops in Physical Education
PED 643	Movement Experience, Elementary Childhood

PED 676	Physical Education Recreation for the Physically Disabled
PED 680	Advanced Topics in Physical Education: Innovative Activity Programming
EDU 667	Research and Practice in Early Childhood Special Education
EDU 670	Special Education: Current Interpretations and Historical Origins
EDU 675	Understanding Students with Severe Disabilities
EDU 678	Classroom Management
EDU 680	Understanding Adolescents with Learning and Behavior Problems
EDU 682	Counseling Parents of Exceptional Children

Exercise Physiology (36 credits)

Optional emphasis in adult fitness/cardiac rehabilitation, research, or sports medicine. (*See adviser for specific program of studies.*)

Prerequisites (6 credits)

PED 461	Kinesiology
PED 463	Physiology of Exercise

Core (15 credits)

PED 618	Advanced Exercise Physiology I
PED 619	Advanced Exercise Physiology II
PED 620	Clinical Aspects of Work Physiology
PED 650	Research and Design of Experiments
PED 658	Neuromuscular Aspects of Human Performance

Emphasis (9–15 credits)

PED 550	Workshops in Physical Education
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PED 621	Laboratory Investigation in Work Physiology
PED 623	Adult Fitness Programming
PED 624	Nutrition and Physical Activity
PED 626	Theories of Exercise Prescription
PED 628	Cardiac Rehabilitation

Electives (3–9 credits)

Besides courses listed above, additional electives follow:

PED 550	Workshops in Physical Education
	Foot Injuries
	Back Injuries
	Exercise Prescription
	Special Populations
	Administrative Corporate Fitness
	Fitness Law
	Pulmonary Function
PED 625	Medical Aspects of Sport
PED 654	Biomechanics
PED 680	Advanced Topics in Physical Education: Sports Medicine

Internship (3 credits)**Sports Management** (36 credits)

Optional emphasis in the school/college or professional/business sector.

Core Courses (15 credits)

PED 632	Introduction to Sports Management
PED 638	Sport in American Culture
PED 650	Research and Design Experiments
PED 680	Advanced Topics in Physical Education: Computer Applications
PED 680	Advanced Topics in Physical Education: Sports Marketing

Sports Management Electives (9–15 credits)

PED 500	Organization and Principles of Coaching
PED 630	Psychology of Sport
PED 636	Athletic Administration
PED 637	Organization and Administration in Physical Education
PED 639	Introduction to Sports Law
PED 680	Advanced Topics in Physical Education: Sport Marketing, Sport and Media, Public Relations Event Management
LES 670	Leisure/Recreation Facilities Management

Business Electives (3–9 credits)

BUS 651	Future Trends in Management
BUS 662	Entrepreneurship
MGT 561	Management Theory/Organizational Behavior
MGT 666	Leadership
MGT 770	Management of Technology
MKT 580	Marketing Management
MKT 582	Creative Problem Solving

Internship (3–6 credits)**Physical Education Certificate in Advanced Studies**

Fifteen credits beyond the master's degree, 6 of which must be in approved advanced courses. (This is an Adelphi certificate.)

Communication Sciences and Disorders

Yula C. Serpanos, *Chair*

The Department of Communication Sciences and Disorders offers the Master of Science (M.S.) in speech-language pathology and audiology concentrations and Doctor of Arts (D.A.) (concentration in speech-language pathology) degree programs. 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 communication disorders provides 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 teachers, and clinical researchers.

***Please note:** *New teacher certification requirements went into effect in fall 2002. Students who graduate after January 2004 are subject to new teacher certification requirements.*

Hy Weinberg Center for Communication Disorders

Bonnie Soman, *Director*

Supervised clinical experiences and research are conducted at Adelphi University's Hy Weinberg Center for Communication Disorders. The Center serves children and adults who have a variety of communication problems. Students enrolled in the M.S. degree program participate in a wide range of clinical activities, including diagnostic evaluations and both individual and group therapeutic intervention.

Housed at the Hy Weinberg Center for Communication Disorders are clinical and research laboratories containing instrumentation systems for the study of normal and disordered speech and hearing. These laboratories enhance the quality of research, clinical education, and services provided at the Center. Student clinical education emphasizes the application of current theoretical principles to the organization and administration of clinical procedures.

Master's Degree Programs in Communication Sciences and Disorders

The Master of Science program in communication disorders provides academic and practicum experiences basic to the development of clinical competence in the evaluation, diagnosis, and remediation of disorders of speech, language, and hearing. Students may choose a concentration in either speech-language pathology or audiology.

The programs in speech-language pathology and in audiology are accredited by the Council on Academic Accreditation 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, including class attendance, as outlined in course syllabi.

The Master's program in speech-language pathology is 56 credits and can be full-time or part-time study. In addition to the program at the main campus in Garden City, the Master's program in speech-language pathology is also offered at two additional locations: Adelphi University's Manhattan Center and at St. Joseph's College in Patchogue. The academic courses at the Garden City Campus are held on a traditional 15-week semester. The academic courses at the Manhattan Center and St. Joseph's College campus are held on Sundays in 8-week cycles. All students must take academic course work at the program site (i.e., Garden City, Manhattan Center, or at St. Joseph's College) to which they were admitted. Exceptions are granted only with prior approval of the student's academic adviser. All clinical seminars and in-house practica are held on the Garden City campus.

The Master's program in audiology is 53 credits. Students concentrating in audiology should be aware that audiology courses may be offered during the first summer session and that it will be necessary to take the courses at these designated times.

Students must complete a series of supervised clinical practica, both at the Hy Weinberg Center for Communication Disorders and in at least two of our outside clinical facilities. Students must earn a grade of B- or better in SPH 650 or SPH 660 prior to enrolling in an outside practicum. During their course of study, students are limited to one outside clinical placement during the summer session. All students should expect to do their outside placements during daytime hours. 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 clinical practicum in the schools to develop a program of study.

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

Requirements and Procedures for Admission

All applicants to the Master's degree program in communication disorders must take the Graduate Record Examination (GRE). Students admitted provisionally 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. All Master's degree students accepted provisionally pending com-

pletion of undergraduate prerequisite courses must complete these courses at Adelphi, and receive grades of B– or better in order to matriculate. Prerequisite courses are typically offered during the day on the Garden City campus. Students may take prerequisite courses at other institutions with prior approval of their academic adviser. Upon completion of prerequisite courses, students are to meet with their adviser to complete a form for official matriculation into the Master’s program.

Undergraduate prerequisite courses (or their equivalent as approved by the department):

SPE 138	Sound and the Auditory Mechanism
SPE 140	Anatomy and Physiology of the Speech Mechanism
SPE 142	Phonetics
SPE 144	Development of Speech and Language
OR	
SPH 602	Speech and Language Development
SPE 350	Speech-Language Pathology I
OR	
SPE 351	Speech-Language Pathology II
SPE 352	Clinical Audiology

**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 may 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 M.S. degree programs:

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 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 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 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 course until the practicum course is successfully completed (B– or better). A second grade of C (C+, C, or C–) will result in dismissal from the graduate program.
- 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.
 - Students must earn a grade of B– or better in SPH 650 or SPH 660 and obtain approval of the students clinical instructors and clinical director prior to enrolling in an outside practicum.
 - Letter grades are assigned for the following clinical practicum courses: SPH 650, 660, and 666.
 - The following clinical practicum courses are graded on a Pass/Fail basis: SPH 651, 652, 653, 661, 662, 663, 664, 665, and 669.

The M.S. in Communication Disorders: Concentration in Speech-Language Pathology (56 credits)

Garden City Campus

Florence L. Myers, *Co-Coordinator*
Robert Goldfarb, *Co-Coordinator*

Off-Campus Locations

Adelphi Manhattan Center, *Robert Goldfarb, Coordinator*
St. Joseph's College, Patchogue, *Florence L. Myers, Coordinator*

Required Courses

SPH 600	Speech and Hearing Science
SPH 603	Language Disorders in Children I
SPH 605	Advanced Aural Rehabilitation

SPH 606	Advanced Clinical Audiology I
SPH 610	Speech Disorders in Children
SPH 611	Motor Speech Disorders
SPH 613	Advanced Speech Science
SPH 620	Fluency Disorders
SPH 624	Acquired Language Disorders
SPH 630	Voice Disorders
SPH 634	Diagnostic Procedures in Speech-Language Pathology
SPH 636	Dysphagia: Evaluation and Management
SPH 638	Language Disorders in Children II
SPH 646	Oral Motor Function of the Developmentally Delayed Child
SPH 659	Clinical Seminar in Speech-Language Pathology
SPH 660	Clinical Practice in Speech-Language Pathology
SPH 661	Clinical Practice in Speech-Language Pathology
SPH 662	Clinical Practice in Speech-Language Pathology
SPH 668	Clinical Practice in Audiology
SPH 670	Research Methods in Communication Sciences and Disorders
SPH 672	Communication Systems for Individuals with Severe Disability

NYS Certification as Teacher of Students with Speech and Language Disabilities (TSSLD)

Susan H. Lederer, *Coordinator*

Additional course work is required for students who want teacher certification. 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, and health promotion. Students will be

advised accordingly. It is expected that most students will need at least a few of the following courses:

CHD 600	Child Development
EDS 601	School and Society
HED 610	Health Preparation for Teachers

In addition, students are required to take:

SPH 561	Speech-Language Pathology in a School Setting
<i>AND</i>	
SPH 674	Clinical Practice in a School Setting (replaces SPH 661 in the general master's curriculum). Students must also pass the LAST and ATSW to be recommended for certification by Adelphi.

Bilingual Extension to the TSSLD

Susan H. Lederer, *Coordinator*

Students wishing to pursue this teacher credential must complete all TSSLD requirements, pass the TLPA and ELPA proficiency exams, and complete the following academic course work:

EBE 600	Foundations of Bilingual Education
EBE 601	TESOL I
EBE 610	Methods and Materials in Bilingual Education
EBE 721	Theories of Second Language Acquisition

The clinical requirement can be met by taking SPH 675: Clinical Practice in a Bilingual School Setting (in place of SPH 674 in the TSSLD program) or with one full-time work experience with bilingual children, as per New York State guidelines.

The M.S. in Communication Disorders: Concentration in Audiology (53 credits)

Janet R. Schoepflin, *Coordinator*

Required Courses

SPH 600	Speech and Hearing Science
SPH 601	Amplification Systems I
SPH 603	Language Disorders in Children I
SPD 604	Language Development of Deaf/Hearing Impaired
SPH 605	Advanced Aural Rehabilitation
SPH 606	Advanced Clinical Audiology I
SPH 607	Advanced Clinical Audiology II
SPH 609	Psychoacoustics and Instrumentation
SPH 640	Differential Diagnosis of Auditory Disorders I
SPH 641	Differential Diagnosis of Auditory Disorders II
SPH 642	Amplification Systems II
SPH 644	Pediatric Audiology
SPH 650	Clinical Practice in Audiology
SPH 651	Clinical Practice in Audiology
SPH 652	Clinical Practice in Audiology
SPH 653	Clinical Practice in Audiology
SPH 658	Clinical Practice in Speech-Language Pathology
SPH 659	Clinical Seminar in Speech-Language Pathology
SPH 670	Research Methods in Communication Sciences and Disorders

The Doctor of Arts in Communication Disorders

Lawrence J. Raphael, *Coordinator*

Adelphi University instituted the first Doctor of Arts degree in communication disorders in the country. This professional doctorate represents a distinctive trend in graduate education, and is designed to meet the needs of those who wish to prepare for specialized positions in the discipline of speech-language pathology.

The Doctor of Arts degree was conceived to emphasize the professional and clinical aspects of the discipline. Its primary objective is to offer the advanced training needed to prepare leaders in the field of communication disorders. As the profession has expanded and matured, the demand for doctoral-level personnel in clinical settings has grown rapidly.

Students in speech-language pathology must have completed a master's degree or its equivalent before admission to the Doctor of Arts program. Students who have not completed course work basic to this doctoral program will have to make up deficiencies. Admission is contingent upon the student's record of undergraduate and graduate performance. The GRE (taken within the last five years) and three letters of recommendation are required. Students' speech, hearing, and language must be adequate to meet professional standards.

Degree Requirements

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 post-master's credits may be transferred from other educational institutions upon approval of the doctoral faculty. The student must apply for the doctoral candidacy examination upon completion of 30 credits of required course work. A qualifying written and oral examination will be given to determine candidacy. It will be permissible for a student to retake this candidacy

examination once. After the candidate has completed all requirements, there will be an oral defense of the doctoral dissertation.

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 may be considered on an individual basis. Students must submit a formal petition for an extension to the Doctoral Program Committee. No more than two one-year extensions will be granted.

Students are expected to follow the policies and procedures outlined in the department's Doctoral Program Advisement Manual.

Continuous Registration

All doctoral students are expected to register for at least one course each semester during the academic year (fall and spring). Exceptions to this policy require approval of the academic adviser. Registration for SPH 799: Continuous Matriculation is required for every semester in which a student does not register for a course. Continuous registration allows for the continuity of training and education, secures student status within the department, and maintains campus privileges. Failure to maintain continuous registration will 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 under extraordinary circumstances.

Language Requirements

Students will be expected to pass an oral second language examination administered by a faculty member designated by the department. Students may take their examination in any language appropriate to future professional plans. Students may elect to pass a sign language examination to fulfill the language requirement.

The Doctor of Audiology (Au.D.)

See page 134

Research Requirements

A doctoral dissertation is required, based on substantive research on a topic related to clinical problems, symptom analysis of communication impairments, or remediation of communication disorders. An oral defense of the doctoral dissertation is required.

Course Requirements

The following courses are required:

SPH 710	Advanced Anatomy, Physiology, and Theories: The Auditory Mechanism
<i>OR</i>	
SPH 711	Advanced Anatomy, Physiology, and Theories: The Speech Mechanism
SPH 720	Experimental Phonetics
SPH 721	Instrumentation
SPH 740*	Seminar in Current Issues and Research Trends in Speech Pathology and Audiology
<i>AND</i>	
SPH 741	Seminar in Current Issues and Research Trends in Speech Pathology and Audiology
<i>AND</i>	
SPH 800	Advanced Seminar in Differential Diagnosis of Communication Disorders
SPH 801	Theoretical Foundations of the Remediation of Language Disorders in Children and Adults
SPH 805	Proseminar in Audiology
SPH 860*	Clinical Practice in Hospitals and Rehabilitation Centers
SPH 861*	Clinical Practice in Educational Settings
SPH 862*	Clinical Practice in Community Service Centers
SPH 863*	Clinical Practice in Supervision Administration
SPH 864	Practicum in College Teaching

SPH 895	Doctoral Thesis Seminar
PSI 644	Advanced Psychological Statistics

* Minimum of 6 credits in three different areas.

An advanced composition course on scientific writing is required. The particular course will be selected according to the student's needs.

If doctoral students receive a grade of C+ or lower in a course, they may no longer continue in the program.

Elective Courses

SPH 700	Language and Thought
SPH 712	Neurological Bases of Speech
SPH 713	Otolaryngological Aspects of Speech Pathology and Audiology
SPH 831	Seminar in Prosthetic Amplification

Note: *Doctoral students may, with the approval of the program coordinator, take master's level courses as electives.*

SPH 672	Communications Systems for Individuals with Severe Disability
ELY 602	The Reading-Writing Connection
EBE 600	Foundations of Bilingual and Multicultural Education: Theory and Practice
EEC 630	Human Development, Cognition, and Teaching
EDU 721	Theories of Second Language Acquisition
SPH 832	Management of the Acoustically Handicapped
BIO 630, 631	Selected Topics in Biology
PSI 610	Freud and Psychoanalysis
PSI 645	Design and Analysis of Experiments
LIN 601	Structural Linguistics

Requirements for Retention in, and Completion of, Degree Program:

The performance of degree candidates within the School of Education is regularly assessed to ensure that they are meeting minimum standards to continue in their program of study. Effective in Fall 2004, all degree candidates will be 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. Additionally, students 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.

Degrees are conferred three times per year: May 31, August 31, and January 31. Students must apply for graduation through the Office of the Registrar in order to be eligible for degree conferral. Exit requirements from the 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 students 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 Grade Point Average Requirements

The School of Education, in determining the admissions status of prospective students, will require the minimum cumulative undergraduate grade point averages as listed below. Admission to the School is competitive and the requirements for admission to specific programs may be considerably higher than those stated.

Minimum Cumulative Undergraduate GPA	Admissions Status
2.75 and above	Degree Candidate

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 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

See the sections in this Bulletin titled "Admissions" and "Expenses and Financial Aid."

New York State Certification Requirements

Mary Ellen Williamson, *Senior Coordinator of Certification and Student Records*

Students completing a New York State registered teacher education program, should apply for certification through Adelphi University using the OTAPP college form. Applications for certification are completed in the semester prior to graduation and may be obtained through the School of

Education offices or the Office of the Registrar, Levermore Hall—lower level.

All teacher certification candidates recommended by Adelphi University for New York State certification must successfully complete the degree program requirements, including any deficiencies in the liberal arts and sciences, a seminar on child abuse identification and reporting, a workshop in school violence and intervention, and student teaching. (Health Promotion for Teachers (HED 610) and HED 571 fulfills all abuse seminar requirements.) All teaching certification candidates must take and pass the New York State Teachers Certification Examinations (NYSTCE) required for their particular area of certification.

Effective July 1, 2001, new legislation required all prospective school district employees, and all individuals who apply to the Education Department for certification, to be fingerprinted for a criminal history background check in order to be cleared for employment or certification.

Please note: *Although you may already hold a valid certificate in another teaching area, the necessary parts of the NYSTCE are now required for all applicants seeking certification in an additional area. New York Education Law now permits individuals with INS Permanent Residence Status to qualify for a permanent teacher certificate. For the most updated requirements, you may contact the New York State Education Department at <http://www.nysed.gov/tcert/homepage.htm>.*

New York State Teacher Certification Examinations (NYSTCE) registration bulletins are available in all School of Education offices and the Office of the Registrar. The purpose of these bulletins is to provide general information concerning preparation for tests, test registration, registering for alternative testing arrangements, dates of test, score reports, and forms.

Academic Advisement

Mary Botta, *Senior Coordinator of Education Student Advisement*

Curriculum and instruction advisers are available for academic counseling throughout the year. Upon acceptance as a degree candidate to the Master's program, students are assigned an academic adviser 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 adviser generally remains the student's adviser throughout the program of study.

Students may meet with an academic adviser 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 student's responsibility to arrange advising appointments during scheduled office hours.* Extra office hours are added during each registration period.

Supervised Clinical Experience

Fran Mills, *Director, School and Community Partnerships*

A supervised clinical experience, consisting of either student teaching or a practicum for teachers who are currently in the field, is provided for students completing their certification programs. Each experience is a full-time, daytime responsibility and includes a weekly seminar at Adelphi University. Specific course prerequisites for student teaching or the practicum vary in each program and are listed in the course description section of this *Bulletin*. General requirements include a satisfactory

health examination, a satisfactory speech and hearing evaluation, acceptable academic and personal qualifications, satisfactory faculty recommendations, and a satisfactory student teaching portfolio. Curriculum and instruction students must pass all (3) parts of the New York State Teacher Certification exams prior to student teaching.

Students seeking early childhood education (birth–2) certification or childhood education (grades 1–6) must pass the LAST (Liberal Arts and Science Test), the ATS-W (Elementary Assessment of Teaching Skills–Written) and the CST (Multi-Subject Content Specialty Test.)

Students seeking certification in adolescent education (grades 7–12) must pass the LAST, Secondary ATS-W, and the Multi-Subject Content Specialty Test.

In general, graduate students may not register for the clinical experience until they have completed all of their program requirements. Graduate students must have a 3.0 overall GPA to be eligible for student teaching or a practicum.

Applications for the clinical experience must be filed by June 1 for the following spring semester and February 1 for the following fall semester. Information pertaining to the clinical experience, including applications and details about the portfolio, may be obtained through the Office of School and Community Partnerships.

Teaching Internships

Fran Mills, *Director, School and Community Partnerships*

The School of Education offers graduate students in education positions as paid graduate interns in local public schools. Students enroll in the master's program in their area of certification and serve as interns for a full academic year in the schools. The internship experience satisfies the student teaching component of NYS certification requirements. Internships are available in

elementary education, secondary education, special education, and TESOL. Please consult the appropriate program director and/or the director of School and Community Partnerships for further information.

Teaching Fellows Program

Pat Mack, *Program Director*

In summer 2001, the School of Education joined with the New York City Board of Education to offer an alternative certification M.A. program in urban childhood curriculum and instruction. The Teaching Fellows Program is open to students recruited by the Board of Education. Please contact Pat Mack, program director, at (516) 877-4077 for further information. Interested students may also call 1-877-NYFELLO or log on to www.nycteachingfellows.org to download an application.

The Child Activity Center

Alice C. Brown, *Director*

This Center, located on Adelphi's campus, houses a part- and full-day program for children from three through five years of age. Graduate students in the School of Education may participate in field experiences at the Center, thereby enhancing their knowledge of child development and early childhood curriculum.

Independent Study

Approval for independent study can be granted by the Dean of the School of Education.

Waiver of Academic Regulations

Graduate students may petition the Dean of the School for the waiver of an academic regulation of the School of Education.

Regional Labor Market

Students are advised to go to the New York State Department of Labor Web site (<http://www.labor.state.ny/us>) where they can find useful information regarding occupational projects for New York State and Regions in New York State as well as wage information (annual average hourly rates from the Occupational Employment Survey for New York State). 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.

The Doctor of Audiology (Au.D.)

This new program was approved by the New York State Education Department as this Bulletin went to press. For that reason, the information below is incomplete. For more detailed information please contact Dr. Janet Schoepflin, coordinator of the Au.D. program, at (516) 877-4770.

Adelphi, Hofstra, and St. John's Universities, three distinguished academic institutions on Long Island, have joined to offer their combined resources for a groundbreaking Doctor of Audiology program. This four-year post-baccalaureate or two-year post-master's program meets new national standards that will become effective in 2007 and is now available to qualified college and post-master's graduates. Students are able to utilize the resources of all three schools, including labs, equipment, faculty, and externship sites.

The objective of this clinical program is 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 to meet the new requirements for certification.

Each doctoral candidate in audiology completes at least one-third of the credits needed to earn the Au.D. at a home university. The home institution maintains student transcripts, provides advisement, and monitors ASHA certification and New York State licensing requirements. The home institution awards the degree, noting that it was completed in conjunction with the two other universities. Prerequisites for admission into the Au.D. Tri-University Program includes the completion of a bachelor's or master's degree from a regionally accredited institution. Applicants are admitted based on established admissions criteria.

The curriculum includes advanced course work in vestibular assessment, hearing and technology, early intervention, and electrophysiology. In addition to classes that are scheduled within traditional semesters, a variety of instructional formats such as intensive one- to eight-week institutes, weekend workshops, and distance courses will also be offered. Efforts will be made to balance the number of course offerings among the three schools.

For more information contact Dr. Janet Schoepflin, Au.D. program coordinator, (516) 877-4770.

COURSES OF INSTRUCTION

SCHOOL OF EDUCATION

ADOLESCENCE EDUCATION (0809-EAE COURSES)

See adviser for corequisites.

**EAE 596 Inquiry and Expression:
Literacy Across the Curriculum** 3 credits
Prerequisite: Completion of first block courses in adolescence education.

This course is designed to offer an integrated, theoretically grounded view of literacy that addresses the needs of students and teachers in diverse communities. The course will model an inquiry-based curriculum within a collaborative learning environment. This course houses the first required portfolio assessment point in the Art and Adolescence Education programs. A minimum of 15 hours of collaboration via online learning environments or face-to-face small group meetings will be required of all students. There is no fieldwork required for this course.

EAE 603 The Adolescent Experience 3 credits
This course constitutes an introduction to the many dimensions of adolescent experience. The course begins with an exploration of adolescence through autobiographical inquiry. The development of adolescent gender and sexuality, intellectual, and ethical growth, and political and social development are examined. Consideration is given to the school experience of adolescents, with particular emphasis on gender, class, and ethnic differences, the educational experiences of special needs students in secondary schools, the relationship between home, school, and community, and the characteristics of effective instruction for adolescents. Adolescent subjectivity is explored, with particular reference to adolescent use of popular culture and the construction of adolescence in popular media. Students are required to complete 25 hours of fieldwork in 7–9 and 10–12 setting.

**EAE 595 Youth Literacies:
Literature, Culture and the Arts** 3 credits
Literature, art, and music created for adolescent or young adult audiences strongly influence how youth construct themselves and interact in their social worlds. Educators who ignore youth culture as played out in the media or literature and the arts lose an invaluable source or engagement for their students. The integration of literature and art across disciplines can be greatly enhanced when teachers are knowledgeable about current texts as well as literary theories in relation to those texts. Students will also experience

and critique pedagogical practices related to adolescent literature and art in the classroom including methods of enhancing literacy through all areas of the curriculum. Technology will be infused through the study and production of new media texts such as Web “zines.”

**EAE 511–518 Instruction and Assessment
in Adolescence Education** 3 credits each
These courses (511-English; 513-Mathematics; 517-Science; 518-Social Studies) familiarize adolescence educators to issues in curriculum and methods in the content areas in accordance to New York State learning standards. The objective for these courses is to familiarize pre-service teachers with a constructivist and critical pedagogical perspective towards the teaching and learning of each subject. Pre-service teachers will engage in various modalities of learning how to teach and assess students from different backgrounds including students with special needs. An emphasis on technological integration and interdisciplinary approaches across content areas will be explored. Students are required to complete 25 hours of fieldwork in secondary schools (7–9 and 10–12 grade levels); 50 hours for English 511.

**EAE 613 Secondary Mathematics Content,
Pedagogy and Assessment: Learning with
Master Teachers** 3 credits
Corequisite: EAE 513-Instruction and Assessment in Mathematics Education. The combined methods courses carry 50 hours of field experience.

As a second corequisite course in secondary mathematics methods, this course allows teachers and future teachers to explore the 7–12 mathematics curricula with the assistance of local master teachers. By offering their experience and expertise, the master teachers will provide Adelphi students with the chance to truly interact with the Regent's curriculum and receive actual teaching examples and demonstrations from people in the field. The content areas of number concepts, algebra, geometry, trigonometry, data and statistics will be covered.

**EAE 617 Secondary Science Content, Pedagogy and
Assessment: Learning with Master Teachers** 3 credits
Corequisite: EAE 517 for combined 50 hours of fieldwork this semester.

This course carries 25 observation hours.

As the second course in science methods, this course allows teachers and future teachers to explore high school science curricula with the assistance of local master teachers. By offering their experience and expertise, the master teachers will provide Adelphi students with the chance to truly interact with the Regent's curriculum and receive actual teaching examples and demonstrations from people in the field. The content areas of earth science, biology, chemistry, physics and informal science learning/museum education will be utilized.

EAE 618 Social Studies Content, Pedagogy and

Assessment: Learning with Master Teachers 3 credits
Corequisite: EEC 711-Managing Inclusive Environments, which requires 25 hours of fieldwork to total 50 hours of fieldwork for the semester.

As a second corequisite course in secondary social studies methods, this course allows teachers and future teachers to explore the 7–12 social studies curricula with the assistance of local master teachers. By offering their experience and expertise, the master teachers will provide Adelphi students with the chance to truly interact with the Regent's curriculum and receive actual teaching examples and demonstrations from people in the field. The content areas of world history and geography, United States history and government, participation in government, economics, and law-related education will be covered.

EAE 830 Student Teaching in Adolescence Education

3 credits, fall and spring only.

This course comes in the final semester after all other course work has been completed. Students are required to spend eight weeks in a 7–9 classroom and eight weeks in a 10–12 classroom. The placement is full-time, five days a week for one semester. Students work with a cooperating teacher and a supervising university educator, who also teaches a reflective practice seminar one evening each week during the semester of the student teaching experience. This seminar will cover a range of topics, including the uses of school-based educational technology in the content area and assistive technology for all students. Prospective student teachers must apply for their placement by the deadline set by the Office of School and Community Partnerships. Information pertaining to application materials, requirements and deadlines is available through this office or on the School of Education Web site at academics.adelphi.edu/edu/studentteach.shtml

EAE 825 Master's Seminar:

Inquiry in Teaching and Learning

3 credits

ART EDUCATION (0803-EAR COURSES)

EAR 500–504 Exploring the Arts Series 3 credits each
A 15-week fall/spring semester or summer workshop format focused on one particular art form. No previous artistic experience or course work is required.

Sensory disengagement permeates much of postindustrial life, including the realm of education. From elementary school through college, thinking is too often equated with the unambiguous nature of computing. The literature of aesthetic and arts education, however, has produced one of the clearest responses to the mechanistic image of human knowing through a view of cognition that reunites percept with concept, the world of the senses with the world of thought. The courses in the Exploring the Arts Series provide teachers with the experiential foundation necessary to deeply understand the contribution of the arts to the development of balanced and multidimensional habits of mind.

EAR 500 Exploring the Arts: Special Topics 3 credits

This course will offer a new selection of topics each year that address a variety of themes explored through the lens of a particular expressive modality. The integration of content area, pedagogical practice, artistic expression, and cross-cultural studies will be included under this special topics option.

EAR 501 Exploring the Arts: Visual Arts 3 credits

This course is designed to familiarize prospective teachers with the infinite possibilities of understanding through sensory exploration in their own lives and in the classroom. Course participants will engage in firsthand sensory-based exploration of various materials, which can stimulate artistic expression, idea formation, and meaning-making in students. Ongoing dialogues, readings, discussion, and written work will augment studio work. While broadening future teachers' understandings about education in general, this course will enable teachers of all disciplines to move beyond conventional notions about schooling and engage their classrooms as exciting, exploratory arenas of natural learning. No prior artistic background is necessary.

EAR 502 Exploring the Arts: Fiction and Film, the Immigrant Experience

3 credits

Students will survey a range of works exploring the immigrant experience in the United States. A cultural studies framework will structure the study of literature, and students will explore classroom implications for reading such literature with students, especially second language learners.

EAR 503 Exploring the Arts: Speech and Drama

3 credits

Too often poetry is overanalyzed, drained of its music and reduced to a painful exercise best avoided. This course presents an elemental exploration of the sounds and rhythms of language, with the goal of unlocking the gestures and enlivening qualities of the spoken word. Activities include oral interpretation of poetry and improvisational drama.

EAR 504 Exploring the Arts:**Creative Movement**

3 credits

Students will explore a range of movement experiences based on the art of Eurhythmy (harmonious movement) and other sources such as spatial dynamics and traditional games. They will learn movement vocabulary and work for a skill level that can be transferred to the classroom both for children and adolescents. Study of expressive movement for orientation in space and posture will be included. Implications for the reader, the speaker and for healthy physical and emotional development will be discussed. Students will be expected to participate in the activities and to produce a project incorporating the principles learned.

EAR 505 Exploring the Arts:**Autobiography**

3 credits

This course will function as a writers workshop in which students develop their confidence and abilities in the written as well as spoken word. Participants will survey a range of autobiographical texts—including prose, poetry, film, and

new media—while developing their own skills across a range of modes and genres.

EAR 509 Artistic Development

Across the Lifespan

3 credits

Corequisite: EEC 710 or EEC 711.

An understanding of artistic development and the relationship of the sensory, kinesthetic cognitive, and emotional domains to the emergence art making is essential in the education of art educators. This course will examine artistic development with an emphasis on how sound art education can support, enrich, and nurture cognitive, emotional, and social development and enhance general educational practice. Classic and contemporary theories in the field of educational psychology and art education will be examined and students will be encouraged to engage in small field-based inquiries related to the topics discussed. Students are required to complete 25 hours of fieldwork in PreK–12 settings.

EAR 510 Instruction and Assessment in the Visual Arts

3 credits

This course introduces art education students to the creation of developmentally appropriate lesson plans in a variety of visual arts media for grades K–12. Topics such as assessment and the New York State Learning Standards in the Arts will be addressed. Students are required to complete 50 hours of fieldwork in PreK–12 settings.

EAR 525 The Historical and Philosophical Foundations of Art Education

3 credits

This course examines the nature of aesthetic experience as a unique and powerful way to know self and the world. It attempts to uncover the connection between art and education and help prospective art educators articulate a rationale for the role of the arts in education.

EAR 820 Student Teaching in Art Education: Precertification

6 credits, fall and spring only.

This course provides the capstone experience in the Art Education program and comes in the final semester after all other course work has been completed. Students are required to spend eight weeks in a PreK–6 art classroom and eight weeks in a 7–12 art classroom. The placement is full-time, five days a week for one semester. Students work with a cooperating art teacher and a supervising university art educator, who also teaches a reflective practice seminar one evening each week during the semester of the student teaching experience. This seminar will cover a range of topics, including the uses of school-based educational technology in the visual arts and assistive technology for all students. Prospective student teachers must apply for their placement by the deadline set by the Office of School and Community Partnerships. Information pertaining to application materials, requirements, and deadlines is available through this office or on the School of Education Web site adelphi.edu/study/edu (click on “clinical practice” in the left task bar).

BILINGUAL EDUCATION AND TESOL (0804-EBE COURSES)

EBE 600 Foundations of Bilingual and Multicultural Education: Theory and Practice

3 credits

This course provides an introduction to the philosophical, sociological, and historical perspectives on bilingual and multicultural education. The course reviews both bilingual and multicultural program models as it highlights the pressing issues of the field, including students who are bilingual and special needs, community involvement, and equity in education. Both historical and current legal mandates that have an impact on bilingual and multicultural education will be presented and examined from a case study perspective (25 hours of field experience required).

EBE 601 TESOL I: Developing Literacy and Language Arts Skills in the ESL Classroom

3 credits

This course will provide the underlying theory necessary to develop an understanding of the principles of teaching English as a second language through the knowledge of the various language arts and literacy skills. Students will design curriculum (lesson plans and thematic units) that not only meet State and National standards, but also reflect an empathy and understanding of the specific challenges of diverse ESL classrooms (25 hours of field experience required).

EBE 602 TESOL II: Developing Literacy and Technology Skills in the Content Area ESL Classroom

3 credits

This course examines current underlying theory that guides method and material design for teaching English as a second language through content area instruction, K–12, to diverse students. There will be an emphasis on the development of literacy and technology skills across the curriculum. Students will design curriculum (lesson plans and thematic units) that meet State and National ESL standards (25 hours of observation required).

EBE 610 Methods and Materials in Bilingual Education: Content Area Considerations

3 credits

This course will provide an overview of instructional methods, materials and classroom techniques applicable to content area instruction using the native language and English. An understanding of the bilingual child's cognitive, social, and emotional adaptive needs in school and community will be developed. This course meets the methods and materials requirement for itinerant bilingual service providers including speech and language pathology and social work.

EBE 611 Methods of Teaching Literacy and Language Arts in the Bilingual Classroom

3 credits

This course will examine the integrative instructional practices incorporating the four basic skills: listening, speaking, reading, and writing in Native Language Arts, as they transition to proficiency and academic knowledge in English Language Arts.

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EBE 612 Topics in Cultural Studies 3 credits

This course will focus on the cultural origins and characteristics of Latin America as manifested throughout its history, literature and other artistic expressions, and on the application of these to the students' own classroom curriculum.

EBE 620 Linguistics for Teachers: Psycho/Structural Considerations 3 credits

This course will present the theoretical understandings of the fields of psycho and structural linguistics, including review of the sound systems of language, the meaning and information structures of language, the structure and grammar of language, and the role of the psychological in language development. Students will further develop an understanding of the field of applied linguistics and its application in the diverse classroom.

EBE 630 Structure of English: Pedagogical Grammar for TESOL 3 credits

This course is a comprehensive survey of the structure of English for teachers of ESL and EFL students. It prepares teachers to answer students' questions about the structure of English, diagnose students' grammatical errors, and prepare lesson plans and activities to teach grammar through explicit and implicit methods.

EBE 720 Assessment Considerations for ESL and Bilingual Populations 3 credits

This course will enable students to: (1) Develop an understanding of the critical role both assessment and decision-making processes play in English language-learning classrooms; (2) Develop an understanding of the nature and characteristics of English language-learner students; (3) Analyze traditional and non-traditional assessment procedures that can be used with English language-learner students (e.g., standardized tests, observations, portfolios, questionnaires, interviews, and teacher-made tests).

EBE 721 Theories of Second Language Acquisition: Socio/Cultural Considerations 3 credits

This course will provide students with an understanding of the complex theoretical underpinnings and processes of both first and second language acquisition as it develops student awareness of the impact of socio/cultural influences that shape language, language choice, language use, and language and power. Application to the English language-learning classroom will be emphasized.

EBE 820 Student Teaching in TESOL: Precertification

3–6 credits, 2 contact hours, FLD workload credits, fall and spring only.

This course provides the capstone experience in the TESOL program and comes in the final semester after all other course work has been completed. Students are required to spend eight weeks in a pre-K–6 ESL classroom and eight weeks in a 7–12 ESL classroom. The placement is full-time, five days a week for one semester. Students work with a cooperating ESL teacher and a supervising university ESL educator, who also teaches a reflective practice seminar one evening each week during the semester of the student

teaching experience. This seminar will cover a range of topics, including theories of second language acquisition, and methods of teaching literacy to second-language learners at the elementary and secondary levels. Prospective student teachers must apply for their placement by the deadline set by the Office of School and Community Partnerships. Information pertaining to application materials, requirements, and deadlines is available through this office or on the School of Education Web site academics.adelphi.edu/edu/studentteach.shtml.

EBE 821 Practicum in TESOL for Teachers Certified in Other Areas 3 credits, fall and spring only.

This course is only open to TESOL education majors who hold provisional or initial certification in another classroom teaching area. This course provides the capstone experience in the TESOL program and comes in the final semester after all other course work has been completed. During the Practicum semester, students are required to spend a minimum of eight weeks under the supervision of a certified ESL educator. Experiences will cover at least two age ranges: PreK–6 and 7–12, and will include practice teaching as well as individual and small group instruction. Students work with a cooperating ESL teacher and a supervising university ESL educator, who also teaches a reflective practice seminar one evening each week during the semester of the practicum. This seminar will cover a range of topics, including, theories of second language acquisition, and methods of teaching literacy to second-language learners at the elementary and secondary levels. Students must apply for their placement by the deadline set by the Office of School and Community Partnerships. Information pertaining to application materials, requirements and deadlines is available through this office or on the School of Education Web site academics.adelphi.edu/edu/studentteach.shtml.

EBE 822 Summer Practicum in TESOL for Teachers Certified in Other Areas 3 credits

This course is only open to TESOL majors who hold provisional or initial certification in another classroom teaching area and work as a classroom teacher during the school year. This course provides the capstone experience in the TESOL program and comes in the final summer session after all other course work has been completed. During the Summer Practicum, students are required to spend a minimum of six weeks under the supervision of a certified ESL educator. Experiences will cover at least two age ranges: PreK–6 and 7–12, and will include practice teaching as well as individual and small group instruction. Students work with a cooperating ESL teacher and a supervising university ESL educator, who also teaches a reflective practice seminar two evenings each week during the summer session. This seminar will cover a range of topics, including theories of second language acquisition, and methods of teaching literacy to second-language learners at the elementary and secondary levels. Students must apply for their placement by the deadline set by the Office of School and Community Partnerships. Information pertaining to application materials, requirements and deadlines is available through this office or on the School of

Education Web site academics.adelphi.edu/edu/studentteach.shtml.

EBE 825 Master's Seminar in TESOL:

Action Research

3 credits

This course is an introduction to action research in TESOL classrooms. Students will learn about the research process while completing a capstone action research project including: selecting a research topic, developing research questions, conducting a literature review, collecting and interpreting data, and presenting research results.

EBE 831 Practicum in Bilingual Education 3 credits

This course is only open to Bilingual Education Extension Advanced Certificate candidates who hold Permanent/Professional certification. This course provides the capstone experience in the Bilingual Education Program and comes in the final semester after all other course work has been completed. During the practicum semester, students are required to spend a minimum of eight weeks under the supervision of a certified Bilingual Educator. Experiences will take place in those settings for which the candidate holds Permanent/Professional certification. The supervising university bilingual education educator will observe the candidate and teach a reflective seminar one evening each week during the semester of the practicum. This seminar will cover a range of topics, including theories of second language acquisition and methods of teaching literacy and the content areas in the student's primary and second language. Students must apply for their placement by the deadline set by the Office of School and Community Partnerships. Information pertaining to application materials, requirements and deadlines is available through this office or on the School of Education Web site academics.adelphi.edu/edu/studentteach.shtml.

EBE 832 Practicum in Bilingual

Instructional Settings

3 credits

This course is only open to Bilingual Education Extension Advanced Certificate candidates who hold Permanent/Professional certification. This course provides the capstone experience in the bilingual education program and comes in the final semester after all other course work has been completed. During the practicum semester, students are required to spend a minimum of eight weeks under the supervision of a certified Bilingual Educator. Experiences will take place in those settings for which the candidate holds Permanent/Professional certification. The supervising university bilingual education educator will observe the candidate and teach a reflective seminar one evening each week during the semester of the practicum. This seminar will cover a range of topics including theories of second language acquisition and methods of teaching literacy and the content areas in the student's primary and second language. Students must apply for their placement by the deadline set by the Office of School and Community Partnerships. Information pertaining to application materials, requirements and deadlines is available through this office or on the School of Education Web site adelphi.edu/study/edu (click on "clinical practice" in the last task bar).

**CHILDHOOD EDUCATION
(0807-ECH COURSES)**

**ECH 595 Child Literacies: Literature,
Culture and the Arts**

3 credits

A critical introduction to curriculum and pedagogy in humanities education for children, including the arts, language arts and literature, in the context of cultural and media studies. This course provides the foundations for literacy instruction to children in the communicative arts through a genre-based survey of children's literature. Emphasis is placed on reading and writing across the content areas through the frameworks of literary theory and literature-based curriculum design. In-depth consideration of trends and issues in children's literature are also explored, particularly topics related to political, cultural and social themes. Key aspects involve methods of reading guidance through reading aloud, storytelling, choral reading, reader's theater, drama and other forms of interactive interpretation, as well as strategies engaging the fine arts, music and movement, and creative writing.

ECH 600 Childhood Development

3 credits

This course will enable students to explore and analyze historical perspectives and research in childhood development. Understand and critique leading theories of childhood education. Develop an understanding of biophysical, cognitive, linguistic, psycho-social, and emotional characteristics of children across varying age levels. Examine the relationship between home, school and community and the characteristics of effective instruction for school-age children. Address issues of atypical development, multicultural influences and gender differences associated with childhood development.

**EAE 613 Secondary Mathematics Content,
Pedagogy and Assessment: Learning with
Master Teachers**

3 credits

Corequisite: EAE 513 Instruction and Assessment in Mathematics Education. The combined methods courses carry 50 hours of field experience.

As a second corequisite course in secondary mathematics methods, this course allows teachers and future teachers to explore the 7–12 mathematics curricula with the assistance of local master teachers. By offering their experience and expertise, the master teachers will provide Adelphi students with the chance to truly interact with the Regent's curriculum and receive actual teaching examples and demonstrations from people in the field. The content areas of number concepts, algebra, geometry, trigonometry, data and statistics will be covered.

**EAE 617 Science Content, Pedagogy and
Assessment: Learning with Master Teachers**

3 credits

This course carries 25 observation hours. Corequisite: EAE 517 for combined 50 hours of fieldwork this semester.

As the second course in science methods, this course allows teachers and future teachers to explore high school science curricula with the assistance of local master teachers. By offering their experience and expertise, the master teachers

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will provide Adelphi students with the chance to truly interact with the Regent's curriculum and receive actual teaching examples and demonstrations from people in the field. The content areas of earth science, biology, chemistry, physics and informal science learning/museum education will be utilized.

EAE 618 Social Studies Content, Pedagogy and Assessment: Learning with Master Teachers 3 credits

This course carries 25 hours of field experience.

Corequisite: EEC 711 Managing Inclusive Environments, which requires 25 hours of fieldwork to total 50 hours of fieldwork for this semester.

As a second corequisite course in secondary social studies methods, this course allows teachers and future teachers to explore the 7–12 social studies curricula with the assistance of local master teachers. By offering their experience and expertise, the master teachers will provide Adelphi students with the chance to truly interact with the Regent's curriculum and receive actual teaching examples and demonstrations from people in the field. The content areas of world history and geography, United States history and government, participation in government, economics, and law-related education will be covered.

ECH 620 Assessment and Instruction in Childhood Education 3 credits

This course should be taken within the first 12 credits of program.

This course will emphasize assessment as an integral part of the teaching-learning process. It will enable students to (1) understand assessment as a decision-making, collaborative process involving children, teachers, parents, and other professionals; (2) critique and explore different traditional and non-traditional methods of assessing children; (3) understand the value of documentation as an on-going practice to gain insight into children's development and to guide curricular decisions based on children's needs, interests, and abilities; and 4) obtain information about electronic portfolios and start creating a professional electronic portfolio.

ECH 700 Social Studies and Critical Literacy in Childhood Education 3 credits

25 hours of fieldwork are required. Must be taken simultaneously with ELY 625.

This course is an introduction to curriculum and pedagogy in social studies education for children. It engages students in the reflective exploration of interdisciplinary study in the social sciences disciplines through the framework of critical literacy and critical pedagogy. Emphasis is placed on questions of race, class, gender, and sexuality in the formation of the social studies curriculum "canon" as well as the pedagogical challenge of making meaningful connections between the public and the private in school learning, especially economics and the world of work. Highlighting multicultural, equity, and ethical issues, students are challenged to create curriculum for compassion and social justice. Key

aspects involve writing inclusive history for children (process writing and bookmaking), cultural sharing through folklore, critical analysis of children's literature and textbooks for children, personal life history research, and field ethnography.

ECH 710 Mathematics and Technology in Childhood Education 3 credits

25 hours of fieldwork are required. Must be taken simultaneously with ECH 720.

The development of mathematical thought happens through a complex relationship involving the teacher's pedagogical skills, the child's development, and appropriate mathematical content. This course addresses these components for teaching the child in grades N–6. The technology component includes data collection probes and graphing packages. In addition, state and professional standards, professional resources, equity issues, and integrated mathematics across the content areas are introduced in this course.

ECH 720 Science and Technology in Childhood Education 3 credits

25 hours of fieldwork are required. Must be taken simultaneously with ECH 710.

The objective of this course is to familiarize preservice teachers with a constructivist and critical pedagogical perspective toward the teaching and learning of science and technological applications for students N–6. Preservice teachers will engage in various modalities of learning how to teach and assess students including students with special needs. Informal science settings will also be introduced in order to familiarize preservice teachers with resources for an eclectic learning experience. Science and technology content will also be an integral part of this course. An emphasis on technological integration and interdisciplinary approaches across content areas will be explored.

ECH 821 Practicum in Childhood Education for Teachers Certified in Other Areas 3 credits

Fall and spring only.

This course provides the capstone experience in the Childhood Education program and comes in the final semester after all other course work has been completed. This 3-credit course is only open to Childhood Education majors who hold provisional or initial certification in another classroom teaching area. During the Practicum semester, students are required to spend a minimum of eight weeks under the supervision of a certified childhood educator. Experiences will cover at least two age ranges: grades 1–3 and 4–6, and will include practice teaching as well as individual and small group instruction. Students work with a cooperating childhood teacher and a supervising university childhood educator, who also teaches a reflective practice seminar one evening each week during the semester of the practicum. This seminar will cover a range of topics, including the uses of school-based educational technology. Emphasis is placed on the implementation of teaching and curriculum approaches taught in the previous courses and preparing students to plan and execute instructional activities, to create productive learning

environments, and to monitor and assess student learning. Students must apply for their placement by the deadline set by the Office of School and Community Partnerships. Information pertaining to application materials, requirements, and deadlines is available through this office or on the School of Education Web site academics.adelphi.edu/edu/studentteach.shtml.

ECH 822 Summer Practicum in Childhood Education for Teachers Certified in Other Areas

3 credits

This course provides the capstone experience in the Childhood Education program and comes in the final summer session after all other course work has been completed. This 3-credit course is only open to Childhood Education majors who hold provisional or initial certification in another classroom teaching area and work as a classroom teacher during the school year. During the Summer Practicum, students are required to spend a minimum of six weeks under the supervision of a certified childhood educator. Experiences will cover at least two age ranges: grades 1–3 and 4–6, and will include practice teaching as well as individual and small group instruction. Students work with a cooperating childhood teacher and a supervising university childhood educator, who also teaches a reflective practice seminar two evenings each week during the summer session. This seminar will cover a range of topics, including the uses of school-based educational technology. Emphasis is placed on the implementation of teaching and curriculum approaches taught in the previous courses and preparing students to plan and execute instructional activities, to create productive learning environments, and to monitor and assess student learning. Students must apply for their placement by the deadline set by the Office of School and Community Partnerships. Information pertaining to application materials, requirements, and deadlines is available through this office or on the School of Education Web site academics.adelphi.edu/edu/studentteach_shtml.

ECH 830 Student Teaching in Childhood Education

3 credits, 2 contact hours, FLD workload credits, fall and spring only.

This course comes in the final semester after all other course work has been completed. Students are required to spend eight weeks in a 1–3 grades elementary classroom and eight weeks in a 4–6 grades elementary classroom. The placement is full-time, five days a week for one semester. Students work with a cooperating childhood teacher and a supervising university childhood educator, who also teaches a reflective practice seminar one evening each week during the semester of the student teaching experience. This seminar will cover a range of topics, including the uses of school-based educational technology. Emphasis is placed on the implementation of teaching and curriculum approaches taught in the previous courses and preparing students to plan and execute instructional activities, to create productive learning environments, and to monitor and assess student learning. Prospective student teachers must apply for their placement by the deadline set by the Office of School and Community Partnerships.

Information pertaining to application materials, requirements and deadlines is available through this office or on the School of Education Web site academics.adelphi.edu/edu/studentteach.shtml.

ECH 851/852 Student Teaching 1 and 2 in Childhood Education for Uncertified Childhood Teachers

3 credits each

This two-course sequence provides the capstone experience in the Childhood Education program and comes in the final semester and summer session after all other course work has been completed. This 6-credit course sequence is only open to Childhood Education majors who currently work as a childhood teacher but hold no provisional or initial certification in any classroom area. Students are required to spend a minimum of eight weeks in either a fall or spring semester during which time they will be observed on a regular basis within their own childhood classroom by a university supervisor. The following summer, the student is required to undertake a student teaching placement under the supervision of a cooperating, certified childhood teacher and a university supervisor for a minimum of six weeks in a different age range, either the 1–3 or 4–6 grade level. Students work with a cooperating childhood teacher and a supervising university childhood educator, who also teaches a reflective practice seminar one evening each week during the entire semester of the first student teaching experience and meets twice weekly with the student teacher during the summer placement. The fall or spring reflective seminar will cover a range of topics, including the uses of school-based educational technology. Emphasis is placed on the implementation of teaching and curriculum approaches taught in the previous courses and preparing students to plan and execute instructional activities, to create productive learning environments, and to monitor and assess student learning. Prospective student teachers must apply for their placement by the deadline set by the Office of School and Community Partnerships. Information pertaining to application materials, requirements, and deadlines is available through this office or on the School of Education Web site academics.adelphi.edu/edu/studentteach.shtml.

CHILDHOOD SPECIAL EDUCATION (0810-EEC COURSES)

EEC 711 Managing Inclusive Environments

3 credits

(Previously EEC 560)

A 25-hour field observation experience is a course requirement. In conjunction with corequisites EAE 603 for English, math, and science content area adolescence majors, OR EAR 509 for art education majors, OR EAE 618 for social studies content area, OR EBE 602 for TESOL majors. Adolescence majors to total fifty (50) hours combined fieldwork for the semester.

The course is designed to introduce secondary educators to the legal and structural changes in the current educational landscape that permit the accommodation of students with special needs in general education classrooms; to explore professional obligations that attach to these changes; and to study classroom management options that maximize learning and minimize distractions in inclusive secondary classrooms.

EEC 600 Introduction to Special Education

3 credits

Designed to provide all educators with an awareness of contemporary issues in special education and the needs of exceptional learners. The course provides a brief overview of special education law and processes, and the historical and philosophical bases of regular and special education. It focuses on the nature of children with the full range of disabilities including special healthcare needs, their characteristics, and instructional needs. Field observation is a requirement.

EEC 610 Current Topics in Special Education (Research I)

3 credits

This seminar provides an opportunity to reflect upon those significant education issues and research findings that are in the news and of current interest to teachers. The topics will necessarily change to reflect what is contemporary and relevant, but will always be mindful of the needs of exceptional learners, current philosophical trends in education, and the needs of families and society. Students will be required to conduct research and/or fieldwork in educational settings.

EEC 620 Technology and Instruction

3 credits

The course provides hands-on experience using technology designed for students with and without special needs. Current educational technology applications and methods of evaluating software and future technological developments are introduced. Students are required to develop competency with word processing, Email and the Internet and to develop and design a personal Web page to fulfill course requirements.

EEC 630 Human Development, and Learning

3 credits

Through an analysis of child development and learning theories, behavioral and cognitive, students will explore why and how people think and how we construct knowledge. Students will examine how these theories, individually and collective-

ly, enlighten the teaching process. Students will consider the interaction of learning theories with diverse populations defined by gender, culture, disability, language, and age, and will construct and model their personal operative theory of learning.

EEC 700 Families, Cultures, and Learning

3 credits

The course focuses on the impact of families and cultures on the cognitive, linguistic, and affective growth of children. The course emphasizes the effect of the background of children with disabilities on their development and learning. A respect for diversity is nurtured by examining specific values and beliefs. Collaboration among and between families and school personnel is studied and practiced. The course also examines how current trends in education affect the school community. Students are required to have direct experiences with people from either a culture different than their own or with people with disabilities.

EEC 705 Team Collaboration

3 credits

This course is designed for professionals across disciplines working with persons from birth to adulthood having special needs and their families. The functions and interactions of educators, speech and language pathologists, audiologists, nurses, physical therapists, occupational therapists, school psychologists, and social workers will be examined. Emphasis is placed on understanding the roles of team members, facilitating communication among teams, and developing collaborative strategies to educate individuals in special education and inclusive settings.

EEC 710 Classroom Management

3 credits

This course is designed to: (1) define, specify, and measure the behaviors teachers recognize as necessary in the repertoire of the special child; (2) equip teachers with an understanding of the basic principles of behavior change; (3) provide the teacher with a humanistic philosophical approach to behavior modification and; (4) give practice in the application of learning principles in effecting beneficial change of the academic study and social behaviors of students. *Fieldwork is a course requirement.*

EEC 720 Formal and Informal Methods of Assessment

3 credits

This course provides a critical overview of different methods of educational assessment, focusing on the uses, strengths and weaknesses of each approach. Formal assessments used to determine eligibility for special education as well as informal regular education classroom assessments are reviewed. The course is designed to help teachers become knowledgeable consumers of assessment; able to understand and interpret a wide range of assessment techniques as well as to choose and use specific assessments appropriate for their discipline and students.

EEC 740 Math and Science Education for Special Education Students

3 credits

25 hours of fieldwork are required.

This course aims to help special education teachers integrate concepts in math and science for special education students.

The course provides an understanding of the historical, philosophical and sociological issues that surround the context of teaching math and science to students with special needs. Emphasis is placed on the processes of understanding concepts of natural phenomena and practical applications of math and science as they relate to the students' lives. This course will include hands-on experiences. The use of manipulatives will be emphasized along with informal science and math education settings/institutes for enriching the learning experience for special education students.

EEC 750 Methods of Instruction 3 credits

The course provides a foundation in current methods of teaching students within the full range of disabilities and employs both direct instruction and role simulation. The methods provided are applicable for students included in general education classes as well as for those placed in special settings. Effective methods for teaching all learners, for developing cognitive skills and developing positive social skills will be presented. Fieldwork is a course requirement.

ELY 630 Literacy for the Exceptional Child 3 credits
25 hours of fieldwork are required.

Prerequisite: ELY 625

This course is designed to give teachers an introduction to individualized programs for the exceptional child. Students will learn about reading assessment and evaluation with the goal of designing individualized literacy instructional programs for children. As part of this class, students will participate in a fieldwork component where they will evaluate a child identified as needing extra help and then create an individualized literacy program for that child. Topics to be covered include: emergent literacy; conducting a clinical interview; communicating with parents; literacy assessment techniques; report writing; making instructional recommendations; creating an individualized instructional program; using a balanced literacy approach; guided and shared reading; independent reading; choosing appropriate materials for each child; writing process, and; reading strategies for instruction and intervention.

EEC 725 Individual Evaluation in Special Education 3 credits

This is a laboratory course designed to explore existing and experimental diagnostic tools to aid in educational planning for exceptional children. Students will select, administer and interpret various psycho-educational tests (formal and informal) used with children in grades one through six who have varying academic, developmental, social, and physical strengths and needs. Long-, and short-range goals and educational prescriptions will be developed. Fieldwork is a course requirement.

EEC 735 Special Populations: Gifted and Bilingual Children 3 credits

This course reviews the conceptual structures and theories related to the education of gifted and bilingual children by examining curriculum development, instructional methods, assessment, resources, guidance and parental involvement.

The course will use lecture, selected readings, discussions, and visitations to various programs for gifted children.

EEC 790 Independent Study 3 credits

With special permission from the Program Director and Dean, students may create a course of independent study to satisfy content or pedagogical requirements.

EEC 800 Master's Seminar in Special Education (Research II) 3 credits

This capstone course enables candidates to explore current issues and strategies, skills, and dispositions related to the inclusive classroom. The course relies heavily on each candidate's previous course work and classroom experiences as a basis for discovery.

EEC 820 Student Teaching in Childhood Special Education in Inclusive Settings—Dual Certification 6 credits

This course provides the capstone experience in the Childhood Special Education in Inclusive Settings program and comes in the final semester after all other course work has been completed. Students are required to spend eight weeks in a grades 1–3 inclusive elementary classroom (a regular class with at least five or more special education students), and eight weeks in a grades 4–6 inclusive classroom. The placement is full-time, five days a week for one semester. Students work with cooperating, certified childhood, and special education teachers and a university supervisor. The supervising university educator also teaches a reflective practice seminar one evening each week during the semester. The seminar will cover a range of topics. Emphasis is placed on the implementation of teaching and curriculum approaches taught in the previous courses and preparing students to plan and execute instructional activities, to create productive learning environments, and to monitor and assess student learning. Prospective student teachers must apply for their placement by the deadline set by the Office of School and Community Partnerships. Information pertaining to application materials, requirements, and deadlines is available through this office or on the School of Education Web site at academics.adelphi.edu/edu/studentteach.shtml.

EEC 822 Summer Practicum in Childhood Special Education for Teachers Certified in Other Areas 3 credits

This course provides the capstone experience in the Childhood Special Education program and comes in the final summer session after all other course work has been completed. *This 3-credit course is only open to childhood special education majors who hold provisional or initial certification in another classroom teaching area and work as a classroom teacher during the school year.* During the summer practicum, students are required to spend a minimum of six weeks under the supervision of a certified special educator. Experiences will cover at least two age ranges: 1–3 and 4–6, and will include practice teaching as well as individual and small group instruction. Students work with a cooperating special education teacher and a supervising

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university special educator, who also teaches a reflective practice seminar two evenings each week during the summer session. Students must apply for their placement by the deadline set by the Office of School and Community Partnerships. Information pertaining to application materials, requirements and deadlines is available through this office or in the School of Education Web site academics.adelphi.edu/edu/studentteach.shtml.

EARLY CHILDHOOD EDUCATION (0814-EYC COURSES)

EYC 550 Special Topics *1 credit*

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

EYC 551 Speech and Language Development *1 credit*

An introduction to the nature of early speech and language development, birth to 5 years. Topics will include the acquisition and interrelationships among phonology, semantics, morphology, and syntax; identification of children with speech/language delays; and teacher/parent strategies to facilitate language development in a variety of contexts.

EYC 552 The English Language Learner Student

1 credit

The population of young children in our educational settings represents a number of different cultures and ethnicities, thus creating interesting challenges for early childhood educators. Many children speak languages other than English and behave differently reflective of cultural customs and values. This intensive explores issues related to planning learning opportunities and outcomes for these children.

EYC 553 The Gifted Child *1 credit*

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

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

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

EYC 555 Block Building *1 credit*

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

EYC 556 Sensory Learning *1 credit*

An introduction to sensory learning and sensory integration. Topics will include the nature of normal sensory functioning; multi-sensory learning in the classroom; identification of children with sensory integration problems; and strategies to support learning in children with hyper or hypo sensitivities, attention problems, and organization and transition issues.

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

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

EYC 650 Facing History: Roots of Early Childhood Education *3 credits*

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

EYC 655 Children's Play: A Source Of Development and Learning *3 credits*

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

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

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

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

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

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

This course will examine the linkage among educational goals, instruction and management in early childhood settings. It will enable students to understand the meaning of managing the physical and psychosocial environment of the classroom; managing instruction; managing students at work;

managing student behavior; managing communication with students, parents and other teachers; and managing the work of paraprofessionals in the early childhood classroom.

EYC 800 Field Experience in Early Childhood

Settings and Culminating Project *3 credits*

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

EYC 801 Field Experience in Early Childhood

Settings and Culminating Project *2 credits*

This course provides the fieldwork experiences in the early childhood education program. Students are required to spend a minimum of *50 clock hours* with students in early childhood, including experiences with each of the three early childhood groups: pre-kindergarten, kindergarten, and grades 1 through 2. Students are expected to observe and participate in the daily routine of an early childhood setting. Students will also participate in 10 two-hour workshops during the semester of the field experience aimed at guiding students in the completion of a culminating project.

EYC 820 Student Teaching In Early Childhood Education

6 credits

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

EYC 821 Practicum in Early Childhood Education (for Teachers Certified in Other Areas)

3 credits

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

EYC 822 Summer Practicum in Early Childhood Education (for Teachers Certified in Other Areas)

3 credits

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

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

6 credits

This two-course sequence provides the capstone experience in the early childhood education program and comes in the final semester and summer session after all other course work has been completed. Students are required to spend a minimum of *eight weeks* in either a fall or spring semester during which time they will be observed on a regular basis within their own early childhood classroom by a university supervisor. The following summer, the student is required to undertake a student teaching placement under the supervision of a cooperating, certified early childhood teacher and a university supervisor for a minimum of *six weeks* in a different age range. Students work with a cooperating early childhood teacher and a supervising university early childhood educator, who also teaches a reflective practice seminar one evening each week during the entire semester of the first student teaching experience and meets twice weekly with the student teacher during the summer placement.

EYC 900 Applied Practicum in Early Childhood Settings (for Teachers Certified in Other Areas)

3 credits

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

EARLY CHILDHOOD SPECIAL EDUCATION (0820-ECS COURSES)

ECS 600 Introduction to Inclusive Early Intervention: Prematurity, Newborns, Infants and Toddlers 3 credits
Prerequisite: EEC 600.

Introduction to best practice philosophy, models, practice and research foundations of comprehensive, trans-disciplinary, family-centered, inclusive early intervention in natural environments. Best practices for the entire range of disabilities and severity levels. Roles of governmental agencies, significant legislation, and state regulations for the Early Intervention program. (Field experience is required.)

ECS 610 Creating and Maintaining Family Partnerships for Young Children with Special Needs 3 credits
 Introduction to current principles and exemplary practice in family support from birth through seven years. Strategies for sharing respect and responsibility within a family empowerment model. Evaluation of collaboration effectiveness at various stages in partnership development. Parent interview materials and techniques; family-centered program evaluation. (Field experience is required.)

ECS 620 Introduction to Inclusive Early Childhood Special Education: Preschool through Primary 3 credits
Prerequisite: EEC 600.

Introduction to best practice models of comprehensive, interdisciplinary, family-centered, and inclusive preschool, kindergarten and early primary interventions for young children with a wide range of disabilities, including all severity levels. Roles of governmental agencies, significant legislation, and state regulations for ages three to seven. (Field experience is required.)

ECS 700 Authentic Infant and Early Childhood Identification, Assessment and Progress Evaluation 3 credits
 Early identification of infants and young children with developmental disabilities; observation, screening and assessment strategies; evaluation of measurement tools with a focus on infant through early primary developmental evaluation. Systematic analysis of results from multiple sources, formal report writing, effective parent conferencing, evaluating individual progress. (Field experience is required)

ECS 710 Inclusive Curriculum, Methods, and Teaming in Infancy and Early Childhood 3 credits
Prerequisite: ECS 700.

Task analysis and systematic instruction in individualization. Adapting, modifying and evaluating curricula and methods. Motivational strategies to reduce inclusion barriers within developmental settings. Responsive teaching within a team approach. Emphasis on supporting all young children

(birth–7) toward mastery of normal developmental sequences. (Field experience is required.)

ECS 720 Applied Behavioral Analysis and Positive Behavioral Support: Self, Individual and Group Management in Early Childhood in the Context of Early Emotional and Social Development 3 credits
 Introduction to principles and practices of applied behavioral analysis and positive behavioral support for infants and young children. Designing, implementing, and evaluating individualized behavioral programs; documentation for autism spectrum disorders. Consideration of multiple theoretical approaches, models, and facilitation strategies in providing emotional and social support. (Includes 10–15 hours field experience.)

ECS 800 Masters Seminar in Early Childhood Special Education: Authentic Research and Advocacy 3 credits
 Scientific inquiry and advocacy in ECSE. Analysis of current issues, professional literature reviews, critiques, analysis of research. Strategies for action research in infant and early childhood settings. Develop familiarity with respected professional literature, leaders in the field and online information resources for lifelong learning. (Field experience is required.)

ECS 810 Special Topics in Early Childhood Special Education 3 credits
Instructor permission required.

Elective opportunity for graduate students who have completed most required course work in ECSE, those in related fields, or certified teachers, to pursue a timely and advanced early childhood special education topic in depth. Topics will vary by semester based on emergence of current issues within the field.

ECS 820 Supplemental Supervised Early Childhood Special Education Field Experience 3 credits
Requires written permission from instructor and participation in concurrent group seminar.

Elective opportunity for qualified students to participate in additional four- to eight-week supervised fieldwork in another infant or early childhood setting, or with an additional early childhood age-range or population, beyond that which they have previously received experience.

ECS 830 Summer Supplemental Supervised Early Childhood Special Education Field Experience 3 credits
Requires written permission from instructor and participation in concurrent seminar.

Elective opportunity for qualified students to participate in additional four-week supervised fieldwork in another infant or early childhood setting, or with an additional early childhood age-range or population, beyond that which they have previously received experience.

ECS 840, ECS 850 Student Teaching I and II in Early Childhood Special Education and Clinical Seminar 3 credits each

Apply well in advance (see deadlines on advisement sheet).

Available to qualified early childhood special education graduate students who have completed all advanced sequence course work and passed state testing. Placements are each four to eight weeks (20 days minimum) in fall or spring semesters with one of three early childhood age groups and a clinical seminar.

ECS 860, ECS 870 Summer Student Teaching I and II in Early Childhood Special Education and Clinical Seminar 3 credits each

Apply well in advance (see deadlines on advisement sheet).

Available to qualified ECSE graduate students who have completed all advanced sequence course work and passed requisite state testing. Each is a four-week (20 days) placement with one of three early childhood age groups (prior field experience in a third age group required) and a clinical seminar.

ECS 880, ECS 890 Practicum I and II in Early Childhood Special Education and Clinical Seminar 3 credits each

Apply well in advance (see deadlines on advisement sheet).

For certified teachers with all prerequisite course work and field experience successfully completed. Each practicum consists of one four- to eight-week (20 days minimum) fall or spring placement with one of three early childhood age groups and concurrent clinical seminar.

ECS 891, ECS 892 Summer Practicum I and II in Early Childhood Special Education and Clinical Seminar 3 credits each

Apply well in advance (see deadlines on advisement sheet).

For certified teachers with all prerequisite course work and field experience successfully completed. Each summer practicum consists of one four-week (20 days) placement with one of three early childhood age groups and concurrent clinical seminar.

EDUCATION STUDIES (0805-EDS COURSES)

EDS 601 School and Society 3 credits

The purpose of this course is to explore the intimate relationship between the school and society. American public schools are major social institutions embedded in and influenced by the political economy and ideology of the society. The course will analyze the dynamics of how schools are profoundly influenced by larger social, economic, political, cultural, and ideological forces. In addition, the course will examine schools as historical entities, which mirror historical development of the societies they are embedded in. The impact of political and economic

change on the development of public education is explored, as well as the nature of democracy and justice as it shapes and informs educational policy and the ethical responsibility of teachers.

EDS 603 Inquiry I 3 credits

This course introduces students to the varied possibilities of what comprises educational research, the rationales underlying them as well as their complementary methodologies. It provides students with an understanding of different research methodologies and their limitations, as well as with the ability to analyze and critique existing research. Research examined will focus on special needs students and second language learners. Based on this study of educational research, students will design an inquiry proposal, which complements their professional goals. They will articulate a particular research question or topic based on their discipline area, provide a rationale for pursuing that research, and then design methodologies and procedures for addressing the topic.

EDS 605 Current Issues in Educational Inquiry 3 credits

This course introduces students to the varied possibilities of what comprises educational research, the rationales underlying them as well as their complementary methodologies, via a thematic approach. It provides students with an understanding of different research methodologies and their limitations, as well as with the ability to analyze and critique existing research through an analysis of a particular current educational issue. This study of educational research is undertaken through the design and inquiry proposal which complements students' professional goals. They will address a particular research question emerging from the special topic under inquiry.

EDS 652 Paradigms of Knowing 3 credits

This course examines the intimate relationship between knowledge and education. Every conception of teaching and education is founded upon a paradigm of knowledge. This course explores the questions: What is knowledge? In what ways does knowledge define teaching and learning? A variety of paradigms of knowledge will be critically examined, such as rationalism, empiricism, idealism, pragmatism, critical theory, postmodernism, aesthetic, feminine, and indigenous modes of knowing. The course will explore in turn the educational implications of these various forms of knowledge in terms of curricular and pedagogical practice.

EDUCATIONAL LEADERSHIP (0806-EDL COURSES)

EDL 533 Computer Based Technologies in Education

3 credits

This is a broad production-based course in a variety of computer-based technologies. Topics include: (1) electronic databases; (2) education production tools; and (3) educational software. These components will include the use of presentation software, spreadsheets, Blackboard, and electronic digital portfolios.

EDL 553 Educational Policy

3 credits

This course provides an overview of major issues and controversies in educational policy. Through a historical, sociological, and political analysis of educational problems, the course explores a variety of policy initiatives and reforms, including curriculum and learning standards, school choice, tuition vouchers, charter schools, and privatization.

EDL 554 Research and Evaluation in Schools

3 credits

This course encourages students to investigate the theoretically based models and tools of school assessment, evaluation, and research. Efforts by school administrators to evaluate the effects of policy, program, and organization are explored within the context of educational research in such areas as school reform, curriculum, and school-based management. There will be an overview of recent national debates about curriculum and assessment within the context of the standards movement. Comparative views of curriculum and assessment around the globe will be addressed. Another aspect of the course addresses the use of technologies both as a medium of evaluation and as its focus. Students can expect to gain greater mastery in the design of research as it pertains to their work in the schools using, for example, action research paradigms. A field-based component of this course involves implementation of some elements of a program evaluation within a school setting.

EDL 555 Administrative Internship

5 credits

An administrative internship within a school administrative setting consisting of 320 hours is included in the program. Students are co-supervised by University faculty and school administrators within the internship setting. The internship focuses on leadership within decision-making contexts, community relations, program development and evaluations, and supervision of staff. School sites for internships are chosen based on their development and use of technology for instruction and systems management. The student, university supervisor, and school administrators collaboratively determine projects during the internship. A weekly seminar will meet on campus for the duration of the internship.

EDL 556 Supervision in the Schools

4 credits

This course will focus on the theories and practices of supervision in elementary and secondary schools as they pertain to philosophies of education, human relations, and professional development. Teachers will gain a clear understand-

ing of the supervisory role as it pertains to school management and policies. A major component of the course will look at supervision and professional development of teachers in their use of technology. A thirty-hour practicum is required for this course, consisting of field-based experience within a school setting to provide students experience with supervision of teachers using technology in the classroom.

EDL 557 Technology in School

Administration

3 credits

Issues relevant to forms of technology that support the administrative and staff functions of a district or school are explored. The need for planning, and the planning process, as it applies to the incorporation of technology in relation to the infrastructure of the school system is examined. A number of specific school-related software packages are explored and demonstrated. The transition for the administrative, staff, and office personnel is discussed. Note: Students must take this course at the Garden City campus. A ten-hour practicum is required for this course, consisting of field-based visitations in district or local school offices with technological supports in place, or where limited automation exists.

EDL 561 Management Theory and Organizational Behavior

3 credits

Prerequisite: New York City S.A.S. certification required for entry.

A primary goal of this course is to develop, for the student, a basic understanding of the essential and effective processes of management and human relations within an organization. The course content examines critical concepts and issues, such as the functions of management, the rationale underlying the methods of organizational design, and research findings from the behavioral sciences that form the foundation for understanding how people relate. Topics include various managerial functions such as planning, organizing, staffing and control and the applications of the functions. The course also examines organizational socialization, motivation, and change. Examples may include operational management issues such as TQM, resource application, productivity and system performance. School technology administration students will analyze and present cases specific to their discipline.

EDL 590 Ethics, Law, and Technology

3 credits

This course explores issues relevant to technology in education, and emphasizes the choices taken by school administrators. Topics such as freedom of speech, privacy, access, gender, and commercialism are addressed from a variety of philosophical and legal perspectives.

EDL 591 Technology, Pedagogy, and School Reform

3 credits

The role of technology in American public education cannot be adequately understood without situating technological change in the contexts of curricular and pedagogical change, media history, and the history of education. This course will examine the relationship between technological/media change and a variety of aspects of school reform, from the origins of common schooling to the present day.

EDL 666 School Leadership 3 credits

Leadership is presented from both a theoretical and practical point of view. Since there is no comprehensive theory of leadership, the major theories, including trait theory, behavioral theory, contingency theory, transformation, and management style, will be studied. Leadership has many practical aspects. Some of those that will be covered are dealing with facilitating change, career development, gender and diversity issues, and team building.

EDUCATION (0801-EDU COURSES)**EDU 502 Reflective Practice Seminar in Early Childhood and Elementary Education** 3 credits
Corequisites: EDU 531 and 544.

Taken concurrently with EDU 531 this seminar provides student teachers with the opportunity to reflect critically and analytically on their student teaching experiences. Students attend a weekly seminar and are expected to complete a reflective practice journal or project.

EDU 503 Reflective Practice Seminar in Secondary Education 3 credits
Corequisite: EDU 530 or 540.

Taken concurrently with EDU 530, this seminar provides student teachers with the opportunity to reflect critically and analytically on their student teaching experiences. Students attend a weekly seminar and are expected to complete a reflective practice journal or project.

EDU 505 Bilingual Elementary Education Practicum 3 credits

The practicum consists of an eight-week supervised teaching experience in the teacher's own bilingual elementary education classroom. This experience will fulfill the required field experience towards New York State Certification in elementary education as well as the bilingual certification extension. A seminar is required and meets for the entire semester.

EDU 507 Bilingual Secondary Education Practicum 3 credits

The practicum consists of an eight-week supervised teaching experience in the teacher's own bilingual secondary education classroom. This experience will fulfill the required field experience towards New York State Certification in secondary education content areas as well as the bilingual certification extension. A seminar is required and meets for the entire semester.

EDU 509 Bilingual Special Education Practicum 3 credits

The practicum consists of an eight-week supervised teaching experience in the teacher's own bilingual special education classroom. This experience will fulfill the required field experience towards New York State Certification in special education as well as the bilingual certification extension. A seminar is required and meets for the entire semester.

EDU 527 Bilingual Elementary Education Student Teaching 3 credits

Fieldwork for teachers who have already student taught in monolingual elementary school classrooms. Student teaching at this level requires a full five days per week for eight weeks during one term. The student will have experience in a bilingual elementary school setting at both the primary and intermediate grade levels. A student teaching seminar must be taken for the entire semester.

EDU 528 Bilingual Secondary Education Student Teaching 3 credits

Fieldwork for teachers who have already student taught in a monolingual secondary classroom. Student teaching at this level requires five full days per week for eight weeks during one term. The secondary education bilingual placement will be arranged with a bilingual cooperating teacher in the secondary field of concentration corresponding to the student's specialization. A student teaching seminar will be taken for the entire semester.

EDU 529 Bilingual Special Education Student Teaching 3 credits

Fieldwork for teachers who have already student taught in a monolingual special education classroom. Student teaching at this level requires five full days per week for eight weeks during one term. The special education bilingual placement will be arranged with a bilingual cooperating teacher in the special education field. A student teaching seminar will be taken for the entire semester.

EDU 530 Student Teaching in Secondary Education 6 credits

Prerequisites: 18 credits in education, including EDU 601, 603, 607, 621, 635, 510–518; 3.0 GPA cumulative GPA; satisfactory health and speech evaluations; satisfactory personal and professional qualifications; satisfactory faculty recommendations; and a satisfactory student teaching portfolio. Corequisite: EDU 503.

This course provides the capstone experience in the secondary education program. Students are required to spend eight weeks in a 7–9 setting and eight weeks in a 10–12 setting. In art, placement is at the K–6 and 7–12 levels. The placement is full time five days a week. Students work with a cooperating teacher, who is chosen by the School District and a supervising professor from the University. Emphasis is placed on the implementation of teaching and curriculum approaches taught in the previous courses and preparing students to plan and execute instructional activities, to create productive learning environments, and to monitor and assess student learning.

EDU 531 Student Teaching in Early Childhood and Elementary Education 6 credits

Prerequisites: 24 credits in education including EDU 601, 607, 621, 626, 627, 628, 629, 670; 3.0 GPA; satisfactory health and speech evaluations; satisfactory personal and pro-

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professional qualifications; satisfactory faculty recommendations; and a satisfactory student teaching portfolio.
Corequisites: EDU 502 and 544.

This course provides the capstone experience in the elementary education program. Students are required to spend eight weeks in a N-3 setting and eight weeks in a 4-6 setting. The placement is full time five days per week. Students work with a cooperating teacher, who is chosen by the School District and a supervising professor from the University. Emphasis is placed on the implementation of teaching and curriculum approaches taught in the previous courses and preparing students to plan and execute instructional activities, to create productive learning environments, and to monitor and assess student learning.

EDU 532 Practicum in Early Childhood and Elementary Education 3 credits

For students who are currently employed as full-time teachers in Early Childhood and Elementary Education classes.
Corequisite: EDU 544.

Students currently teaching in the field are required to complete this supervised practicum. Students are observed during an eight-week period and are required to attend the weekly seminar for the entire semester.

EDU 533 Computer Based Technologies in Education 3 credits

Topics in this production based course will include (1) use, design, and construction of electronic databases; (2) basic skills with Internet and Web page construction; (3) desktop publishing and presentation graphics; (4) education production tools; (5) educational assessment tools; and (6) educational software. These components will emphasize the use of interface equipment including digital cameras, scanners, message pads, etc. *Students must be able to use a word processor.*

EDU 535 Practicum in Secondary Education and Special Fields 3 credits

For students who are currently employed as full-time teachers in Secondary Education and Special Fields.
Corequisite: EDU 544.

Students currently teaching in the field are required to complete this supervised practicum. Students are observed during an eight-week period and are required to attend the weekly seminar for the entire semester.

EDU 543 TESOL I: Developing the Language Arts Skills 3 credits

Survey of the current theories of first and second language acquisition as they relate to the acquisition of the reading, writing, listening, and speaking skills. Applications of current theories of literacy development will be used to design instructional materials.

EDU 544 Literacy and Methods Practicum 3 credits

Corequisites: EDU 502 and 531 or with 532.
Taken concurrently with elementary student teaching or practicum, this course is designed to complement the clinical experience by stressing curriculum and pedagogical approaches in reading across content areas. Using an inte-

grative approach, students are encouraged to develop strategies for teaching reading and writing skills across different curricula areas.

EDU 698 Understanding Elementary School Children with Learning and Behavior Problems 3 credits

Co/Prerequisite: EDU 670.

Examines current theories and practices related to the education of children with mild to moderate disabling conditions. These children have been referred to as being learning disabled, emotional/behavioral disordered, or educable mentally retarded. The course highlights the similarities among these children as well as their differences.

EDU 700 Practicum in TESOL 3 credits

Prerequisites: 24 credits in TESOL program, 3.0 cumulative GPA, satisfactory health and speech evaluations, satisfactory personal and professional qualifications, satisfactory faculty recommendations and a student teaching application.

The Practicum consists of an eight week supervised teaching experience in the teacher's own ESL classroom. This experience will fulfill the required fieldwork towards New York State Certification in TESOL. A seminar is required and meets for the entire semester.

EDU 719 Supervised Student Teaching and Seminar in TESOL 3 credits

Prerequisites: 24 credits in TESOL program; 3.0 cumulative GPA, satisfactory health and speech evaluations, satisfactory personal and professional qualifications, satisfactory faculty recommendations and student teaching application.

The 3 credit supervised student teaching experience is provided for students who are completing their preparation for teaching in TESOL and hold previous certification in another area. Provision is made for a variety of experiences in approved school situations. Attendance at a weekly seminar and individual conferences with the student teaching supervisor is required.

EDU 720 Evaluation and Testing in ESL and Bilingual Education 3 credits

Prerequisite: EDU 780.

This course examines essential concepts in the area of testing first- and second-language proficiency. Commercial tests, standardized tests, criterion reference tests, and teacher-made tests currently used to assess first- and second-language proficiency are analyzed. The course examines the role of language and culture in the assessment process of children for whom English is a second language, and explores the relationship between assessment and the creation of effective instructional programs for second language learners.

EDU 721 Theories of Second Language Acquisition 3 credits

This course relates theory and research regarding first language acquisition to the process of acquiring a second language. The course also presents specific cognitive, social, and educational aspects of bilingualism.

EDU 722 Supervised Student Teaching and Seminar in TESOL 6 credits
Prerequisites: 24 credits in TESOL program; 3.0 GPA cumulative GPA; satisfactory health and speech evaluations; satisfactory personal and professional qualifications; satisfactory faculty recommendations; and a student teaching application. Supervised student teaching is provided for students who are completing their preparation for teaching in the field. Provision is made for a variety of experiences in approved school situations. Attendance at a weekly seminar and individual conferences with the supervisor of student teaching is required.

EDU 728 Bilingual Special Education Student Teaching 6 credits
 The Special Education Bilingual placement will be arranged with a bilingual cooperating teacher in the special education field. Student teaching will be conducted in English and the target language in special education will require five full days per week for a period of 16 weeks. A student teaching seminar will be taken concurrently.

EDU 732 Student Teaching in Special Education 3 credits
Prerequisite: minimum of 18 credits in special education including EDU 670, 698 or 675 or 680, 676, 770, and 771. Attendance at a weekly seminar is required. An eight-week program of supervised full-time teaching five days per week. This course is required of all students who are specializing in this area. Students who do not hold provisional or permanent certification in another area must either take EDU 733 (Dual Certification in Elementary Education and Special Education) or student teach for 16 weeks.

EDU 733 Student Teaching: Special Methods and Practice in Elementary Education and Special Education 6 credits
Prerequisite: minimum of 18 credits in special education including EDU 670, 698 or 675 or 680, 676, 770, and 771 and a minimum of 12 credits in elementary education including EDU 627 and at least 2 other methods courses (EDU 621, 626, 629).

Required of all students for dual certification in elementary and special education and for those seeking special education certification without any prior student teaching experience. Student teaching requires five full days per week for 16 weeks. The first eight weeks are in elementary education and the final eight weeks are in special education. Attendance at a weekly seminar is required.

EDU 734 Practicum in Special Education 3 credits
For teachers who are currently employed as teachers of Special Education. Students currently teaching special education are required to complete this supervised practicum. Students are observed during an eight week period and are required to attend the weekly seminar for the entire semester.

EDU 735 Elementary Education Student Teaching in a Bilingual Setting 6 credits
Prerequisite: minimum of 18 credits in education including EDU 627 and at least 2 other methods courses (EDU 635, 626, 628, 629). Attendance at a weekly seminar is required. Student teaching at this level requires a full five days per week for a minimum of 16 weeks during one term. The student will have experience in a bilingual elementary school setting at both the primary and intermediate grade levels. A student teaching seminar must be taken at the same time.

EDU 736 Bilingual Secondary Education Student Teaching 6 credits
Prerequisite: minimum 13 credits in education including EDU 510–519 and all credits in teaching area for certification. Please see program director for specific information.

The Secondary Education Bilingual placement will be arranged with a bilingual cooperating teacher in the secondary special field of concentration corresponding to the student's specialization. Student teaching will be conducted in English and the target language at the secondary level and will require five full days per week for a period of 16 weeks. A student teaching seminar will be taken concurrently.

EDU 737 Student Teaching Practicum and Seminar: Teacher of Children with Speech, Language, and Hearing Disabilities 6 credits
Attendance at weekly seminars is required. A program of supervised teaching four full days per week for a minimum of 16 weeks.

EDU 738 Student Teaching Practicum and Seminar: Teacher of Children with Speech, Language, and Hearing Disabilities 3 credits
Attendance at weekly seminars is required. A program of supervised teaching two full days per week for a minimum of 16 weeks. This practicum is for those students who have earned a certificate of qualification for teaching; a provisional certification or a permanent certification for teaching in another discipline.

EDU 743 Legal Issues for Teachers 3 credits
 Problems and issues of high interest to the classroom teacher. Guest speakers and an independent project are part of the format. Topics may include such issues as child abuse, free speech, equity and segregation, religion in the schools, and censorship.

EDU 760, 761 Elementary Internship/ Student Teaching 3 credits each
 This two-semester course is required for elementary school interns in the Adelphi Internship Program. Students are observed in their classroom by both mentor teachers in the school and University supervisors. Students are required to attend weekly seminars in general and specific problems of teaching.

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EDU 762, 763 Internship Student Teaching

Secondary Schools

3 credits each

This two-semester course is required for secondary school interns in the Adelphi Internship Program. Students are observed in their classroom by both mentor teachers in the school and University supervisors. Students are required to attend weekly seminars in general and specific problems of teaching.

EDU 764, 767 Internship Student Teaching

TESOL

3 credits each

This two-semester course is required for TESOL secondary school interns in the Adelphi Internship Program. Students are observed in their TESOL classroom by both mentor teachers in the school and university supervisors. Students are required to attend weekly seminars in general and specific problems of teaching.

EDU 765, 766 Internship Student Teaching

Special Education

3 credits each

This two-semester course is required for special education school interns in the Adelphi Internship Program. Students are observed in their classroom by both mentor teachers in the school and University supervisors. Students are required to attend weekly seminars in general and specific problems of teaching.

LITERACY (0802-ELY COURSES)

ELY 521 Literature for Young Adults

3 credits

This course is designed to engage students in a study of the literature of interest to adolescents or young adults. The integration of literature across disciplines can be greatly enhanced when teachers are knowledgeable about historical and current trends in young adult literature as well as the literary theories that can serve as lenses for examining such texts. Literary theory and pedagogy will inform all aspects of our study of literature and related media. Students will explore ways to encourage young people in middle and secondary schools to read critically and appreciate a variety of literary works. The integration of literature into all content areas will be emphasized.

ELY 540 Introduction to Balanced Literacy

3 credits

Prerequisite to all balanced literacy courses. (May be taken concurrently with another whole language course, under advisement.)

Explores theories derived from research and practice in language communication as they affect literacy and literacy factors as well as factors relating to all school curricula. The major course objective is to enable students to understand literacy learning and develop a conceptual framework for teaching within the guidelines of accepted whole language philosophy.

ELY 545 Children's Literature

3 credits

This course is a survey of children's literature. Students will be introduced and read to in a variety of genres, study

authors and examine the work of illustrators with an emphasis on selection criteria and implementation of interdisciplinary teaching and learning in the elementary classroom. An in-depth consideration of trends and issues in children's literature will be explored, as will topics related to political and social themes. The development and expansion of children's language through engagement with quality children's literature will be emphasized.

ELY 560 Assessment and Evaluation in

Literacy Development

3 credits

An assumption is made that meaningful assessment is the teacher-generated assessment emerging from the results of instruction and observation. Performance-based assessment in a whole language classroom includes the systematic observation, recording, and interpreting of language behaviors across the disciplines. Assessment techniques include the use of running records, holistic writing scoring, journal entries, miscue analysis, reading and writing conferences, and strategic maps to develop reflective portfolios and biographic profiles.

ELY 600 Literacy and Research: Inquiry I

3 credits

(This course should be taken as the first in the sequence.)

This is an introduction to the foundations of literacy instruction with emphasis on literacy research and will focus on current topics such as: literacy standards and assessment, literacy and technology, curriculum, learners with special needs, and historical perspectives of literacy instruction. The underlying goal of this course is to encourage teachers to be reflective practitioners and critical consumers of research. Students will begin to develop electronic professional portfolios to enhance self-reflection and to document their learning throughout this program.

ELY 602 The Reading-Writing Connection

3 credits

Language and literacy development in young children is examined in everyday contexts in school and in the home. The reciprocal relationship between writing and reading and the spoken language competence children bring with them to school is emphasized. Literacy is considered within the framework of a contextualized construct with emphasis on the process approach to developing writing ability.

ELY 603 Literacy in the Middle and

Secondary Schools

3 credits

This course aims to help middle and secondary teachers facilitate classrooms where reading and writing are effective tools for learning, where collaboration and communication are valued and enhanced in the learning process, and where young people are encouraged to develop critical perspectives and strong voices. Attainment of literacy is central to knowledge construction in all middle and secondary school curricula. Students will examine issues of literacy in different subject areas and the varied demands on readers and writers as the range of literate activities changes according to context. This course is designed to enable inservice teachers and literacy specialists to improve the literacy of students in the middle and secondary schools.

ELY 625 Approaches to Teaching Literacy in Childhood Education 3 credits
25 hours of fieldwork required.

An introduction to curriculum and pedagogy in literacy education for children. In this course, students begin to “unravel” some of the meanings of literacy, as they investigate sociocultural, historical, and political assumptions about its nature, explore current learning theories of language acquisition and development, and consider ways in which teachers might establish classroom environments that support students’ literacy and learning. Readings and personal writings focus on the plurality of literacies, and the interrelationship of language, thought and culture. Students will reflect upon the ways in which readers actively construct meaning through the use of multiple cueing systems, reading as “transaction,” and literacy as a social practice. Emphasis throughout is placed on participatory and collaborative learning, as students consider ways to teach children to read that are meaningful, appropriate, challenging and culturally relevant.

ELY 630 Literacy for the Exceptional Child 3 credits
25 hours of fieldwork required.

This course is designed to give teachers an introduction to individualized programs for the exceptional child. Students will learn about reading assessment and evaluation with the goal of designing individualized literacy instructional programs for children. As part of this class, students will participate in a fieldwork component where they will evaluate a child identified as needing extra help and then create an individualized literacy program for that child. Topics to be covered include: emergent literacy; conducting a clinical interview; communicating with parents; literacy assessment techniques; report writing; making instructional recommendations; creating an individualized instructional program; using a balanced literacy approach; guided and shared reading; independent reading; choosing appropriate materials for each child; writing process, and; reading strategies for instruction and intervention.

ELY 653 Language, Literacy and Culture 3 credits
Current research from diverse fields such as sociolinguistics, language learning and development, and the anthropology of education, has widened our understanding of what it means to be literate. Current paradigms define literacy broadly as a set of socially organized practices shaped by culture, class, and gender, as well as our educational, political, and economic systems. This course is designed to facilitate critical reflection on how multiple literacies are shaped by social forces from birth through schooling, and beyond.

ELY 750, 751 Assessing and Addressing Literacy Needs I and II (3 credits each)
Permission of an adviser is required for enrollment in these courses.

Prerequisites for ELY 750: ELY 600, 602, or 603 (602 and 603 are required for the 42-credit program)

Prerequisites for ELY 751: ELY 750

This two course sequence will concentrate on assessment of reading and writing ability with the purpose of enhancing literacy instruction for all learners as well as providing

interventional assistance to help struggling readers and writers. Both formal and informal assessment strategies will be closely examined with the goal of helping learners to attain the appropriate standards of literacy ability. Students will work with individuals at various ages who are struggling readers and writers. Special emphasis will be given to strategies that enhance literacy development for learners with diverse needs including students with special needs, English language learners, and reluctant learners. The course will entail the development of a collaborative literacy portfolio to enhance self-reflection, setting goals, choosing instructional strategies, and reporting on progress.

ELY 753, 754 Practicum in Literacy I and II: 3 credits each
Permission of chair is required for enrollment in these courses. Prerequisite for ELY 753 is ELY 751; prerequisite of ELY 754 is the successful completion of ELY 753. ELY 753 and 754 may not be taken concurrently.

This two-course sequence consists of supervised application of diagnostic and interventional techniques in a clinical or classroom situation. Students will apply and interpret formal and informal assessment strategies so as to individualize instruction for struggling readers and writers. Students will have the opportunity to work with individuals and small groups. Both elementary and secondary clinical experiences will be arranged as appropriate.

ELY 777 Literacy Summer Institute: Examining Current Issues 3 credits

An opportunity for study of research and methods with scholars in whole language. Daily general sessions include presentations by whole language authorities who share their knowledge and expertise with participants. Daily workshop sessions focus on bridging the gap between theory and practice. Workshop leaders and presenters share their work experience using the whole language philosophy across the curriculum, from preschool through secondary school.

ELY 779 Balanced Literacy Perspectives 3 credits
Prerequisite: ELY 540.

Designed to bridge the gap between research in literacy development and proper instructional practice. Students learn strategies for creating multifaceted classroom curriculum in environments that foster literacy. Primary emphasis is in authentic reading/writing/speaking/listening language experiences extended across disciplines.

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

This course is designed to assist in the development of the literacy specialist as an instructional leader and is intended for educators who should know how to plan, implement, administer/supervise, and evaluate literacy programs. This course will help build an understanding of the issues, choices, procedures and requirements for the creation of exemplary programs and includes a review of best practices in current use.

Students will be provided with theoretical frameworks for effective instruction and program development. Additionally,

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techniques will be studied for differentiated supervision of teaching, program evaluation as well as staff development. Historical development of program design, current trends, as well as state and professional standards for curriculum and instruction will be examined. You will gain skills that support teachers and paraprofessionals in maintaining and increasing the effectiveness of their instruction.

ELY 810 Literacy and Research: Inquiry II *3 credits*
Students must have completed a minimum of 24 credits prior to registering for this course.

This capstone class will culminate with students engaged in an in-depth investigation or action research project related to literacy teaching and learning. Students will propose and implement a project of their own design relevant to their interest or teaching situation. Projects may include such topics as: addressing the literacy needs of special learners, developing innovative and interdisciplinary literacy curriculum, application of technology in the literacy curriculum, or initiatives designed to facilitate educational change in literacy education. Continual collaborative discussion of students' summative electronic portfolios will be emphasized.

HEALTH STUDIES

HEH 501 The Dynamics of Substance Abuse *3 credits*
Examines the problem of substance abuse by studying its psychological, legal, and pharmacological aspects. Various methods of prevention and rehabilitation will be explored. After taking this course, preservice teachers will have the knowledge and skills to teach to the health education standards related to tobacco, alcohol, and other drug education.

HEH 505 Multidimensional Aspects of Stress *3 credits*
Investigation of theoretical and practical aspects of human stress and stress management. Using a multidimensional model of health and an experiential approach to learning, students will analyze stress from both a professional and personal perspective. Stressors involving cultural, socioeconomic and environmental factors will be addressed. After taking this course, preservice and in-service teachers will have the knowledge and skills to teach to the health education standards related to stress and mental health education.

HEH 506 Health and Nutrition *3 credits*
Students will examine recent nutritional theory and information as they impact on the health of the individual and the society. Topics will include nutritional needs throughout the life cycle, dietary needs of people with specific health problems, common eating disorders, the relationship between dietary patterns and disease, the relationship between culture, socioeconomic factors, lifestyle and nutrition, and nutrition education methods. After taking this course, preservice and in-service teachers will have the knowledge and skills to teach the health education standards related to nutrition, eating disorders, and body image education.

HEH 520 Special Topics *1-3 credits*
An examination and analysis of a specific health issue. Topics chosen will change periodically to reflect contemporary concerns.

HEH 537 Student Teaching in Health *3 credits*
Students are required to spend 7-8 weeks in a health education setting. The placement is full time, five days a week.

HEH 538 Student Teaching in Health Education *6 credits*
Prerequisite: Department approval

This course provides the capstone experience in the health education teachers program. Students are required to spend 16 weeks in a K-12 school setting. The placement is full-time, five days per week. Students work with a cooperating teacher, who is chosen by the school and the University, and a supervising professor from the University.

HEH 601 Contemporary Health Issues *3 credits*
Investigation of critical health issues affecting individuals, families, and communities. Detailed analysis of causes and prevention strategies will draw from social science, medical, epidemiological, and education research. Topics studied include alcohol, tobacco, and other drugs, human development, environmental health, personal health and safety, cancer prevention, and basic nutrition. Students are taught to adapt what they learn to that classroom setting.

HEH 602 Research and Technology in Health Education *3 credits*
This course provides students with an understanding of different research methods and how to analyze and critique existing research. Students are introduced to issues in assessment and evaluation. Students will focus on research studies and issues in health education. Students will utilize the latest technology to analyze data and present information.

HEH 603 Mind/Body Dimensions in Health *3 credits*
This course is a philosophic and speculative study of health. Students will examine the interaction of the mental and physical dimensions of health as they relate to human adaptation. Psychosocial factors that affect health, such as, cultural influences, socioeconomic conditions, social environment and normalcy are explored.

HEH 604 Aspects of Human Sexuality *3 credits*
Analysis of the multidimensional aspects of human sexuality in relationship to human development and personal and social well-being. Students are introduced to current concepts related to sexually transmitted disease, family planning, cultural and environmental influences on sexuality, parenting, abuse and violence in sexuality, and sexuality among the disabled and elderly. Awareness and insights will be useful to a variety of professionals.

HED 605 Issues in Community Health 3 credits

An analysis of characteristics and developments in the health system, with specific focus on elements that impact on prevention issues.

HED 607 Health Promotion for Children and Adolescents 3 credits

This course is designed to educate students about the theory and concepts surrounding health promotion and risk reduction programs for youth. Students will explore health issues such as sexuality education, chronic and communicable diseases, puberty and HIV/AIDS, sexual orientation, tobacco, alcohol and other drugs, nutrition, physical fitness, body image, child abuse and abduction, mental health and violence. Students will also be investigating issues related to working with adolescents and youth living in urban areas.

HED 610 Health Education Training for Teachers: Child Abuse, Violence, HIV/AIDS, ATOD Education and Other Health Issues 1 credit

This course explores health issues relevant to students (K–12); child abuse and abduction prevention, violence prevention, HIV/AIDS education, sexuality education, chronic and communicable diseases, puberty, sexual orientation, tobacco, alcohol and other drugs, nutrition, physical fitness, body image, and mental health. Course work in violence prevention, drug education, HIV/AIDS and child abuse will satisfy NYS certification mandates for elementary school teachers. This course is designed to prepare educators with the skills and knowledge necessary to develop and teach a comprehensive health education program for students. Students will utilize concepts such as multiple intelligence, cooperative education, curriculum integration and skill acquisition as they relate to curricula that they can implement in their own classrooms.

HED 625 Special Topics in Health 1 credit

An in-depth examination and analysis of a specific health issue. Topics chosen will reflect contemporary concerns.

HED 621 Teaching Human Sexuality 3 credits

The socio/cultural, psychological, biological, and ethical dimensions of teaching comprehensive sexuality education. Theoretical and practical applications of sexuality education through out the life span will be explored. After taking this course, preservice and in-service teachers will have the knowledge and skills to teach to the health education standards related to sexuality education, including parenting, family planning, abstinence-education, and comprehensive school health.

HED 627 School Health Programs and Policies 3 credits

A culminating course examining the philosophy, principles, organization, and administration of school health programs. Student projects will involve assessing a school health program, proposing changes, implementing and evaluating interventions.

HED 650 Health and Cultural Diversity 3 credits

Prerequisites: HED 601, 602, 603, 605.

Critical examination of health issues confronting various minority groups in American society, including the analysis of the impact of culture and ethnic identity on the understanding and treatment of particular health related problems.

HED 653 Environmental Health 3 credits

Students will develop a working knowledge of today's topical issues in environmental health. In addition, students will be able to incorporate the various activities and methods learned to enrich their instruction in environmental health.

HED 654 Mass Communication Skills 3 credits

Prerequisites: HED 601, 602, 603, 605.

The analysis, application, and evaluation of the mass communication process, incorporating electronic and non-electronic forms of media for community health education programs. Upon completing this course, students will have the knowledge and skills necessary to plan health education programs for various populations.

HED 701 Substance Abuse Prevention 3 credits

Prerequisites: HED 601, 602, 603, 604, 605.

Exploration of the individual and societal factors contributing to substance abuse. Analysis of theories of drug use and susceptibility to drug dependence, and educational intervention to prevent misuse and abuse will be addressed.

HED 702 Intervention Techniques for Health 3 credits

Prerequisites: HED 604 and 650 (701 preferred).

Designed to prepare professionals to identify and cope with health-related problems among various populations. The impact of social and cultural environment on interpersonal communication is examined. Course work will include the development of counseling skills and referral resources for crisis intervention.

HED 703 Dynamics of Teaching Health 3 credits

Prerequisites: HED 601, 602, 603, 604, 605.

Analysis of effective teaching strategies for use in various health education settings. Emphasis on the development of innovative methods that are learner-centered. After taking this course, students will have the knowledge and skills necessary to develop curriculum and teaching strategies and assess their impact on students.

HED 792 Fieldwork Internship 1 credit

This course provides students with a fieldwork placement where they can complete their supervised observation hours.

PHYSICAL EDUCATION
PED 500 Organization and Principles of Coaching

3 credits

Principles and philosophy of sport as an integral part of physical budget, equipment, selection of personnel, in addition to local, state, and national regulations.

PED 501 Scientific Foundations of Physical Activity

3 credits

Kinesiological and physiological applications to physical activity and physiological foundations.

PED 502 Care and Prevention of Injuries

3 credits

Physiological and anatomical concepts relative to injury, including the physical examination, protective taping, equipment and facility evaluation, theoretical basis of conditioning, and emergency care.

PED 505 Professional Seminar

3 credits

Contemporary trends and issues in physical education, exercise, and sport. Literature review and analysis of issues from a variety of perspectives. An overview and examination of standards and their historical development in New York State. The role of physical education and its connection to societal issues. Issues relative to the profession, teaching, fitness, sport, and social interactions will be presented in a seminar format. The course is viewed as a culminating experience for those pursuing the study of physical education.

PED 508 Technology in Health and Physical Education

3 credits

Overview of applications and software relative to teaching health and physical education. Includes portfolio development, Excel, Power Point, Fitnessgram, heart rate monitors, nutrition analysis, and links to teaching curricula.

PED 509 Health Related Fitness Education

3 credits

Overview of the various curricula and pedagogical applications to teaching of health related fitness and nutrition concepts. Applications are made both to elementary and secondary schools. Physical Best certification included as one of the programs.

PED 536 Student Teaching in Physical Education

6 credits

Prerequisites: EDU 516; or permission of department.

This course provides the capstone experience in the physical education teachers program. Students are required to spend eight weeks in a K-6 setting and eight weeks in a 7-12 setting. The placement is full time five days per week. Students work with a cooperating teacher, who is chosen by the School and the University and a supervising professor from the University.

PED 550 Workshops in Physical Education

3 credits

Specialized, in-depth workshops relative to teaching, special physical education, sports medicine, exercise physiology, or sports management. Includes leadership in violence prevention.

PED 618, 619 Advanced Exercise Physiology I, II

3 credits each

The study of physiological function in both homeostatic and non-homeostatic environments as applied to exercise physiology. Specifically, metabolism, the cardiorespiratory system, neuromuscular system, renal system, endocrine system, and gastrointestinal function will be studied in relation to chronic and acute exercise as well as during adverse thermic and barometric environments.

PED 620 Clinical Aspects of Work Physiology

3 credits

Prerequisites: PED 463; or permission of department.

Familiarization with laboratory techniques in work physiology, including electrocardiography, stress testing, and testing and exercise prescription.

PED 621 Laboratory Investigation in Work Physiology

3 credits

Advanced study of the physiology of muscular exercise. Lecture and laboratory sessions will focus on the cardiovascular, respiratory, and neuromuscular exercise.

PED 623 Adult Fitness Programming

3 credits

Principles and practices of adult fitness programming. Emphasis is upon fitness evaluation and exercise programming and modification.

PED 624 Nutrition and Physical Activity

3 credits

Exploration of the interrelationship between nutrition and physical activity, obesity, and the role of activity in weight loss.

PED 625 Medical Aspects of Sport

3 credits

A critical examination of the literature and research. Training, ergogenic aids, nutrition, injuries, and work in the heat are among the topics discussed.

PED 626 Theories of Exercise Prescription

3 credit

Prerequisite: PED 461.

An introduction and overview of therapeutic exercise including basic principles of exercise prescription and evaluation. Emphasis is placed upon orthopedic rehabilitation and exercise prescription techniques.

PED 628 Cardiac Rehabilitation

3 credits

Prerequisites: PED 463 and 621.

Principles and processes of restoring and maintaining optimal well being for the cardiac patient. Program designs, medical surgical management, patient education, exercise prescription guidelines, testing methodology, pharmacology, and coronary risk factor reduction.

PED 630 Psychology of Sport *3 credits*
Selected psychological factors that influence participation in sport and physical education; personality, dynamics, motivation, aggression, competition, with emphasis on research and theoretical implications.

PED 632 Introduction to Sports Management *3 credits*
A general overview of the application of management theory to athletics and sports organizations and an introduction to problems in sports management.

PED 636 Athletic Administration *3 credits*
Application of administrative theory to problems in intercollegiate and interscholastic athletics including budgeting, facility management, personal relations, marketing, personnel management, Title IX, and ethical concerns.

PED 637 Organization and Administration in Physical Education *3 credits*
An investigation into the processes of appropriate organization, administrative techniques, and procedures useful in efficient management.

PED 638 Sport in American Culture *3 credits*
An examination of the nature and place of sport in American life; an analysis of the interrelationships between sport and institutions, social systems, and culture; and an exploration of the impact sport has on the individual coach, participant, and spectator.

PED 639 Introduction to Sports Law *3 credits*
A general overview for the administrator, coach, or teacher. Students gain knowledge of the variety of state and national laws applying to sports through assigned readings and case analyses.

PED 641 Social Foundations in Physical Education *3 credits*
In meeting the New York State Standards, the course presents an overview of social theory applied to physical activity. Interactions between males and females, cultural awareness, and diversity issues presented.

PED 643 Movement Experience for Elementary School *3 credits*
A comprehensive study of movement in relation to motor and perceptual motor development in children. Includes movement activities for the elementary school child, curricula, and program development.

PED 650 Research and Design of Experiments *3 credits*
Survey and critical analysis of different types of research in physical education; analysis of techniques and designs; statistics.

PED 651 Seminar in Current Issues in Physical Education *3 credits*
Critical issues at the local and national levels. Survey of literature and analysis of current practices.

PED 652 Curriculum Analysis *3 credits*
Major issues in curriculum planning, the present status of physical education programs, and experimental development in curriculum. Overview of New York State Standards presented.

PED 653 Motor Learning *3 credits*
Psychological and physiological factors affecting the acquisition of motor skills. Emphasis on the role of teachers in facilitating learning.

PED 654 Biomechanics *3 credits*
Prerequisite: PED 461.
Body framework and architecture and neuromuscular considerations as applied to human movement. Analysis of movement and its applications to teaching coaching of motor skills.

PED 656 Teaching Analysis *3 credits*
Analysis of effective instructional techniques and aids. An examination of models and tools for the behavioral analysis of teaching and their application to physical education. Includes experiences in observing, recording, describing, and analyzing the teaching act.

PED 658 Neuromuscular Aspects of Human Performance *3 credits*
A study of the neuromuscular system, its structure, nervous control function, and its role in establishing adaptations to exercise, training, and other stresses.

PED 664 Clinical Training *3–6 credits*
Fieldwork at Veterans Administration Hospital. Experiences include: work with the physically disabled; the developmentally disabled; geriatric health care; and general rehabilitation. 1,000 hours required for certification.

PED 670 Physical Education for the Developmental and Learning Disabled *3 credits*
Characteristics and needs of the developmental and learning disabled; programs of physical education and recreational activities; methods of teaching basic motor skills and movement perception.

PED 671 Physical Education for the Exceptional Child *3 credits*
The need and physical capacities of the special child for physical, emotional, and social adjustment. Overview of state and national standards and regulations.

PED 673 Evaluation of Special Populations *3 credits*
Techniques and methods of assessment and appraisal of disabled students in physical education. Techniques of assessment in fitness, body mechanics, and motor patterns.

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PED 676 Physical Education Recreation for the Physically Disabled

3 credits

The organization and administration of recreational activities for the disabled. Adapted programs for the physically, mentally, and emotionally disabled are reviewed. Curriculum and design for special recreational programs and camping are developed (at Human Resources Center, Albertson).

PED 680 Advanced Topics in

Physical Education

3 credits each semester

Prerequisite: permission of department.

A series of seminars involving intensive literature review and discussion in an area related to: adapted physical education, motor learning, biomechanics, fitness education, medical aspects of sport, exercise physiology, and sport management.

PED 791 Independent Study

Prerequisite: permission of department.

Comprehensive investigation of an area of special interest.

PED 792 Internship

3 credits

Supervised field experience.

PED 793 Thesis Research

3 credits each semester

PED 794, 795 Fieldwork: Physical Education for the Developmental and Learning Disabled

3 credits

Practical application of theoretical principles to the physical education environment. Supervised field experiences with developmental and learning disabled children in the school and community agency.

PED 796, 797, Fieldwork: Physical Education for the Physically Disabled

3 credits each semester

Practical application of theoretical principles to the physical education environment. Supervised field experience with physically disabled children in the school and community agency.

PED 799 Advanced Practicum in Physical Education

3 credits

Prerequisites: PED 653, 654, 656, and permission of department.

Designed to provide students with the opportunity to implement and evaluate innovative concepts and procedures in teaching and curriculum design related to the training of competent physical education teachers.

Leisure Studies (Recreation)

LES 600 Perspectives in Leisure/Recreation Management

3 credits

Leisure as a phenomenon of time will be explored. The implications for leisure management of current philosophy and theory of leisure together with a perspective on social and economic forces will be examined. The play ethic versus the work ethic will be contrasted within the context of managing services for continuing lifestyles.

LES 670 Leisure/Recreation

Facilities Management

3 credits

A survey course designed to introduce the student to the operation of special facilities such as golf courses, rinks, coliseums, camps, beaches, pools, and sport complexes. The administrative, supportive, and maintenance services unique to the operation and organization of such recreational facilities will be reviewed.

COMMUNICATION SCIENCES AND DISORDERS

Speech-Language Pathology and Audiology

SPH 561 Speech-Language Pathology in a School Setting

3 credits

This course will focus on the varied roles of the Speech-Language Pathologist/Teacher of Student with Speech and Language Disabilities in a school setting. Course content will include an overview of the educational system, models of education (e.g., charter schools, BOCES), federal special education legislation and New York School standards, characteristics of learners with disabilities, models of service delivery (e.g., inclusion, push-in, pull-out), collaboration, screening/testing, IEP and curricula development, current issues and classroom management.

SPH 600 Speech and Hearing Science

3 credits

An overview of speech production. Specific topics include speech articulation and acoustics, resonance models of the vocal tract, basic instrumentation, basic principals of spectrographic analysis, practical experience with speech instrumentation, and measurement techniques.

SPH 601 Amplification Systems I

3 credits

This course will provide background on the effects and management of hearing impairment using amplification. State and federal hearing legislation, including current ASHA guidelines on amplification systems will be discussed. An in-depth presentation of amplification systems will be conducted to include discussion of assistive, personal, and implantable types. Circuit options and components of personal hearing aids will be studied in detail. Laboratory exercises will be performed in the areas of electrostatic analysis, otoscopic examination, and earmold acoustics/impressions/modifications.

SPH 602 Speech and Language Development

3 credits

The study of patterns of speech and language acquisition in typically developing children. Topics include theories of speech and language development, relationship between language acquisition and classroom/academic issues, learning theories, literacy, and cultural/linguistic diversity. General principles for the facilitation of communication development in children at risk for delayed/disordered communication

will be discussed, with particular reference to the linguistic demands of school curriculum.

SPH 603 Language Disorders in Children I 3 credits

An in-depth study of language development and disorders in infants, toddlers and preschoolers. Emphasis will be on clinical assessment and intervention in natural, social contexts. The importance of emergent literacy, technology, team collaboration, and normal learning processes will be highlighted. Populations considered will include children with specific language impairment (SLI), sensory integration disorder (SI), attention deficit/hyperactivity disorder (ADHD), pervasive developmental disorder (PDD), and central auditory processing disorder (CAPD).

SPH 605 Advanced Aural Rehabilitation 3 credits

Lectures and demonstrations include the history, theory, assessment and intervention approaches, and research in aural rehabilitation with children and adults who are hearing impaired. Cultural issues concerning the Deaf and Deaf Culture and the multi-lingual deaf child will be emphasized. Topics include ASL, Cued Speech, Auditory Verbal and Sign Support, Hearing Aids and Assistive Listening devices in the classroom will be discussed.

SPH 606 Advanced Clinical Audiology I 3 credits

This course will integrate theoretical and practical aspects of audiologic assessment. The standard audiometric battery will be presented in detail, preparing students with the skills necessary to interpret basic clinical findings. Current ASHA guidelines for audiometric assessment and screening of adult and pediatric populations will be discussed. An overview of selected topics in audiology with discussion of other specialized diagnostic audiometric tests will also be provided.

SPH 610 Speech Disorders in Children 3 credits

This is an intensive study of articulation and phonological development and disorders in children. Emphasis will be on clinical assessment and intervention. Special topics will include the role of phonological awareness skills in literacy acquisition, developmental apraxia of speech, and foreign accents/regional dialects.

SPH 611 Motor Speech Disorders 3 credits

This course will cover the disorders of neuromotor origin that affect speech production. Content will include a review of anatomy and physiology of the central nervous system, a study of physiologic correlates of the dysarthrias and the apraxias, augmentative communication, laryngectomy, and cerebral palsy. Emphasis will be on the role of technology in the assessment and treatment of motor speech disorders.

SPH 613 Advanced Speech Science 3 credits

Detailed study of the anatomy and physiology of the peripheral speech mechanism; the relationship between vocal tract dynamics and the acoustic product is explored; practical laboratory experience with acoustic and physiologic instrumentation systems and common clinical measurement techniques is provided; use of clinical instrumentation for initial

and ongoing evaluation and for monitoring the efficiency of medico-surgical and behavioral intervention is stressed.

SPH 620 Fluency 3 credits

Study of theoretical issues; current research; the developmental processes of normal fluency; development and symptomatology of stuttering, cluttering, and other related pathologies; the relationship between speech/language competency and fluency; and evaluation procedures and therapeutic approaches for preschool, school-age, and adult populations.

SPH 624 Acquired Language Disorders 3 credits

This course focuses on disorders of neurogenic origin that affect language performance, specifically acquired aphasia, the dementias, and disorders of traumatic origin. Neurological bases of these disorders, language assessment techniques, and remediation strategies are considered.

SPH 630 Voice Disorders 3 credits

A review of normal ventilatory, laryngeal and supralaryngeal function for voice production; an overview of clinical voice disorders, their classification, diagnosis and management; an opportunity to obtain and interpret objective clinical measure of phonatory function using acoustic and physiologic measurement systems is provided; a review of assistive technology available for laryngectomees.

SPH 634 Diagnostic Procedures in Speech-Language Pathology 3 credits

Survey of the representative diagnostic approaches for the various speech and language pathologies. Emphasis will be on developing an understanding of the rationale of different assessment approaches, as well as acquainting students with diagnostic process, including report writing, interviewing, and interpretation of assessment results. Normal developmental processes serve as foundation for differential diagnosis of speech-language disorders. Impact of culture, ethnicity, and socioeconomic diversity will be discussed.

SPH 636 Dysphagia: Evaluation and Management 3 credits

This course will cover disorders of swallowing across the life span with emphasis on the adult population. The role of the Speech-Language Pathologist as part of the medical rehab team is considered. The course also reviews the dynamics of normal and disordered swallowing. Emphasis is placed on the technology necessary for the evaluation and treatment of dysphasia.

SPH 638 Language Disorders in Children II 3 credits

A description and discussion of a range of developmental disorders in school-age children and adolescents. Specifically, language-learning disabilities and literacy issues are discussed in relation to normal developmental issues. Language assessment techniques, including authentic assessment, and remediation strategies are discussed in the context of learning theories, role of motivation, academic and classroom management, literacy, and cultural diversity.

SPH 640 Differential Diagnosis of Auditory Disorders I

4 credits

Co/Prerequisite: SPH 606.

This course will provide an in-depth discussion of the rationale, procedure, and interpretation of two electrophysiologic measures used in the differential diagnosis of the peripheral and central portions of the auditory system: auditory evoked potentials (concentration on ABR) and otoacoustic emissions (OAEs). Laboratory demonstrations will be provided. Case examples will be studied. Students will be required to perform laboratory exercises and demonstrate proficiency in the conduct of each test.

SPH 641 Differential Diagnosis of Auditory Disorders II

3 credits

This course will provide an in-depth discussion of the rationale, procedure, and interpretation of two electrophysiologic measures used in the differential diagnosis of the middle ear and vestibular portions of the auditory system: acoustic immittance audiometry and electronystagmography (ENG). Laboratory demonstrations will be provided. Case examples will be studied. Students will be required to perform laboratory exercises and demonstrate proficiency in the conduct and interpretation of each measure.

SPH 642 Amplification Systems II

4 credits

This course will provide a background on the theoretical principles of determining hearing aid candidacy. The rationale and methodology of selection and fitting of personal hearing aids for adults and children will be provided, including verification, modification and validation strategies. In addition, earmold acoustics and selection/fitting strategies of earmold systems will be provided. Current ASHA guidelines on hearing aid selection and fitting will be discussed. Laboratory exercises will be performed in the areas of MCL/LDL assessment, hearing handicap scales, real-ear measurement, prescription formulas, and hearing aid troubleshooting.

SPH 644 Pediatric Audiology

3 credits

*Co/Prerequisite: SPH 606 (audiology majors).**Open to SLP majors, by permission of instructor.*

This course will cover auditory development, the causes and effects of hearing loss in the pediatric population, and the methods and procedures involved in the identification and assessment of hearing impairment and auditory function in children. Rehabilitation, including amplification and education of the hearing impaired child, will be discussed.

SPH 646 Oral Motor Function of the Developmentally Delayed Child

3 credits

Prerequisite: SPH 600.

This course focuses on the development of motor functions of the normal and atypical infant and young child. It establishes a framework for evaluating movement as a prerequisite and facilitator of pre-speech and speech functions in the birth to three population. Therapeutic principles and strategies used in evaluation and treatment of such neurological dysfunctions as cerebral palsy, Down's syndrome, and mental retardation will be examined. Augmentative communication and the role of the Speech-Language Pathology as part of the rehabilitation team are considered.

SPH 650 Practicum in Audiology for Audiology Majors

3 credits

*(Required)**Co/Prerequisite: SPH 606.*

Supervised clinical practice in audiology in the Hy Weinberg Center for Communication Disorders of Adelphi University.

SPH 651 Practicum in Audiology for Audiology Majors

3 credits

*(Required)**Prerequisite: SPH 650.*

Supervised clinical practice in audiology in the Hy Weinberg Center for Communication Disorders of Adelphi University or at off-campus centers.

SPH 652, 653 Practicum in Audiology for Audiology Majors

2 credits each

*(Required)**Prerequisite: SPH 651.*

Supervised clinical practice in audiology in the Hy Weinberg Center for Communication Disorders of Adelphi University or at off-campus centers.

SPH 654, 655, 656, 657 Practicum in Audiology for Audiology Majors

2 credits each

*(Elective)**Prerequisite: SPH 650.*

Supervised clinical practice in audiology in the Hy Weinberg Center for Communication Disorders of Adelphi University or at off-campus centers.

SPH 658 Practicum in Speech-Language Pathology for Audiology Majors

1 credit

*(Required)**Prerequisite: SPH 659.*

Supervised clinical practice in speech-language-pathology in the Hy Weinberg Center for Communication Disorders of Adelphi University.

SPH 659 Clinical Seminar in Speech-Language Pathology

0 credits

A discussion of issues related to clinical practice and clinical methods, including principles of assessment and treatment of children and adults with a range of communication abilities. Topics covered include: therapeutic techniques/instructional strategies; reinforcement/motivation; group management; formal and informal assessment techniques; data collection/monitoring progress; self-evaluation; ethics; professional/continuing education; cultural diversity.

SPH 660 Practicum in Speech-Language Pathology for Speech Majors

2 credits

*(Required)**Prerequisite: SPH 659.*

Supervised clinical practice in speech-language pathology in the Hy Weinberg Center for Communication Disorders of Adelphi University.

SPH 661, 662 Practicum in Speech-Language Pathology for Speech Majors 2 credits
(Required)

Prerequisite: SPH 660.

Supervised clinical practice in speech-language pathology in the Hy Weinberg Center for Communication Disorders of Adelphi University or at off-campus centers.

SPH 663, 664, 665, 669 Practicum in Speech-Language Pathology for Speech Majors 1 credit each
(Elective)

Supervised clinical practice in speech-language pathology in the Hy Weinberg Center for Communication Disorders of Adelphi University or at off-campus centers.

SPH 666 Clinical Practice in Diagnostics 1 credit
(Required)

Prerequisites: SPH 634, 660.

Supervised clinical practice practicum in diagnostics of speech-language pathology in the Hy Weinberg Center for Communication Disorders of Adelphi University. Includes evaluation of pediatric through geriatric populations with various communication disorders.

SPH 667 Clinical Practice in Diagnostics 1 credit
(Elective)

Prerequisites: SPH 634, 660, 666.

Supervised clinical practice practicum in diagnostics of speech-language pathology in the Hy Weinberg Center for Communication Disorders. Includes evaluation of pediatric through geriatric populations with various communication disorders.

SPH 668 Practicum in Audiology for Speech Majors 1 credit
(Required)

Co/Prerequisite: SPH 606.

Supervised clinical practice in audiology (for speech-language-pathology students) pathology in the Hy Weinberg Center for Communication Disorders of Adelphi University. Includes audiologic evaluation and rehabilitative services of pediatric through geriatric populations.

SPH 670 Research in Communication Science and Disorders 3 credits

Principles of research emphasizing the evaluation of the internal and external validity of various research designs; the organization and analysis of empirical data; the review and critical evaluation of research in the communication sciences and disorders.

SPH 672 Communication Approaches for Individuals with Severe Disabilities 3 credits

The study of augmentative and alternative communication modalities. Assessment and therapeutic intervention for individuals with severe communication and physical disabilities. Hands-on experience with up-to-date communication technology. Behavioral management and family counseling issues for the severely impaired.

SPH 674 Clinical Practice in a School Setting 3 credits

Clinical practice in an elementary or secondary school setting for a minimum of 3 days per week. Weekly seminar to address issues related specifically to clinical practice in a school setting. Practicum experiences will be used to facilitate discussions about assessment and intervention, models of service delivery, cultural diversity, technology, classroom management, NYS standards, team collaboration, and child-specific concerns.

SPH 675 Clinical Practice in a Bilingual School Setting 3 credits

Supervised clinical practicum in speech-language pathology with bilingual children in an elementary or secondary school setting. Attendance at weekly seminar required. Issues covered as described in SPH 674.

SPH 690, 691 Independent Study 1–3 credits

SPH 700 Language and Thought 3 credits

Readings, discussion, and critique of contemporary theories in semantics, linguistics, comparative grammar, language acquisition, and neurolinguistics.

SPH 710 Advanced Anatomy, Physiology, and Theories: The Auditory Mechanism 3 credits

A detailed study of the peripheral auditory receptor and central auditory pathways. Theories of hearing in relation to contemporary research in cochlear function and auditory neural processing.

SPH 711 Advanced Anatomy, Physiology, and Theories: The Speech Mechanism 3 credits

A detailed study of the peripheral speech mechanism, current theories of ventilation, phonation, and supralaryngeal function; an examination of select aspects of the human nervous system as related to speech production.

SPH 712 Neurological Bases of Speech 3 credits

Includes study of the central and peripheral nervous systems, the sensory coordinating motor systems, the endocrine coordinating system, and the neural integration of the systems associated with speech.

SPH 713 Otolaryngological Aspects of Speech Pathology and Audiology 3 credits

The anatomical and physiological functions of the speech and hearing mechanism as it relates to the production and reception of speech.

SPH 720 Experimental Phonetics 3 credits

Phonological, acoustic, and physiological parameters involved in speech perception, phonetic, phonemic, and acoustic analysis and synthesis.

SPH 721 Instrumentation 3 credits

Theoretical principles and procedures in the selection, operation, calibration, and maintenance of instrumentation in the

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communication sciences; review of the electronics fundamentals and basic circuit design. Direct experience is provided with laboratory instrumentation and clinical measurement techniques common to contemporary clinical practice in the speech and hearing sciences.

SPH 740, 741 Seminar in Current Issues and Research Trends in Speech Pathology and Audiology *3 credits each*
Readings and discussion on current issues and research in the field.

SPH 799 Continuous Matriculation

SPH 800 Advanced Seminar in Differential Diagnosis of Communicative Disorders *3 credits*
An exploration of current techniques and methodology involved in the differential diagnosis of disorders of speech, language, and hearing. Current philosophical issues in assessment will also be considered.

SPH 801 Theoretical Foundations of the Remediation of Language Disorders in Children and Adults *3 credits*
An analysis of theoretical models and concepts (information theory; developmental psycholinguistics; theories of phonology, syntax, semantics and pragmatics; behavioral models) that are relevant to the development of therapy programs for various language impairments.

SPH 805 Proseminar in Audiology *3 credits*
A review and synthesis of current audiological practices will be presented for the speech-language pathologist. Topics covered will include: behavioral and physiological techniques in auditory assessment; trends and techniques in the fitting of prosthetic amplification; pediatric, community, and industrial audiology; aural rehabilitation of children and adults. Faculty and guest expert presentations will provide the bases for discussion on these topics. Oral and written presentations will be made by students.

SPH 831 Seminar in Prosthetic Amplification *3 credits*
A doctoral level study of theoretical, technical, and clinical issues in prosthetic amplification. Topics include: hearing handicap assessment; binaural amplification; Vanderbilt Report; acoustic coupling consideration; hearing-aid related legislation; dispensing issues.

SPH 832 Management of the Acoustically Handicapped *3 credits*
Linguistic development of the hearing-handicapped encountered in language learning. Rationale for approach to treatment will be emphasized.

SPH 860 Clinical Practice in Hospitals and Rehabilitation Centers *2 credits*
Students perform supervised clinical practice in hospitals or rehabilitation centers under supervision of faculty.

SPH 861 Clinical Practice in Educational Settings *2 credits*
Students perform supervised clinical practice in educational settings under supervision of faculty.

SPH 862 Clinical Practice in Community Service Centers *2 credits*
Students perform supervised clinical practice in community service centers under supervision of faculty.

SPH 863 Clinical Practice in Supervision Administration *2 credits*
Students perform supervision administration under supervision of faculty.

SPH 864 Practicum in College Teaching *2 credits*
Students teach undergraduate or graduate courses under direct supervision of faculty.

SPH 895 Doctoral Thesis Seminar *3 credit*
Selection, preparation, and design of a research project for potential submission as a thesis topic proposal. Continuous course enrollment is subsequently required on a noncredit basis until the thesis topic proposal has received departmental approval.

SCHOOL OF
NURSING

School of Nursing

Alumnae Hall 220

Patrick Coonan, *Dean*
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Marilyn Klainberg, *Associate Dean*

Directors

Judith Ackerhalt, *Director of Nursing*
Administration Programs
Stefni Bogard, *Clinical Administrator of Nurse*
Practitioner (NP) Programs

Professors

Patrick Coonan
Elaine Pasquali
Caryle G. Wolahan

Assistant Professors

Bonnie M. Ewing
Sue Greenfield
Kristine Lott Qureshi
Margaret Silver
Jean Winter

Associate Professors

Judith Ackerhalt
Erica Kathryn
Marilyn Klainberg
Marybeth Ryan
Arlene Trolman

Clinical Assistant

Professors
Stefni Bogard
Jacquelin Brandwein
Teresa Masetti

Professional Philosophy

The mission 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 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 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 and nursing administrator. 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.

The 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.

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

A. Master of Science

1. Adult Health Nurse Practitioner
2. Nursing Administration

B. Post-Master's Certificate Program

1. Adult Health Nurse Practitioner
2. Nursing Administration

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

Degree Requirements for the Master of Science

Candidates for the degree of Master of Science must satisfactorily complete a program of study and submit a master's project. Candidates must also fulfill all requirements of the curriculum in which they are enrolled.

The required Master's Project is a scholarly paper for which a number of options are available. These include a project proposal that does not require implementation for graduation; completion of a qualitative or quantitative research project; an evaluation research project; or an educational or administrative project.

Degree requirements must be completed within five years after matriculation. At the end of the five-year period, the student's record is reevaluated in terms of the curriculum in effect at the time and the student is advised of any additional requirements for graduation. The responsibility of fulfilling degree requirements rests with the student.

Adult Health Nurse Practitioner Program

(36–48 credits)

The 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 health care 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 inquiry as a tool for building clinical knowledge and testing the validity of the theoretical assumptions underlying nursing practice.

Program Plan*

Core Courses (9 credits)

NUR 602	Frameworks for Advanced Nursing Practice
NUR 603	Psychoeducational Interventions
NUR 702	Health Issues, Policy, and Politics in Health Care

Specialty Core Courses (12 credits)

NUR 761	Advanced Practice Roles and Functions
NUR 762	Advanced Pathophysiology
NUR 763	Clinical Pharmacology
NUR 764	Advanced Health Assessment

Specialty Courses (21 credits)

NUR 633	Adult-Health Nursing I: Theory and Clinical
NUR 638	Adult-Health Nursing II: Theory and Clinical
NUR 640	Summer Clinical Practicum
NUR 653	Adult-Health Nursing III: Theory
NUR 742	Adult Health IV: Theory and Clinical

Research Courses (6 credits)

NUR 650	Nursing Research I
NUR 750	Nursing Research II
NUR 751	Project Advisement

* *Plans of study for students are developed individually in consultation with the faculty adviser.*

Nursing Administration Program

(45 credits)

The concentration in nursing administration prepares nurse managers who can function in a variety of health care settings. Topics include nursing theories, group dynamics, communica-

tion, and professional issues and trends. To prepare to serve as leaders in improving health care services, students study leadership roles in the health care field. Through the program's research component, students gain practice in analyzing and implementing research findings.

Program Plan*

Core Courses (9 credits)

NUR 602	Frameworks for Advanced Nursing Practice
NUR 604	Small Group Phenomena
NUR 702	Health Issues, Policy, and Politics in Health Care

Specialty Courses (30 credits)

HRM 765	Developing World Class Human Resources
MGT 561	Management Theory/Organizational Behavior
ACC 500	Financial Accounting
HHM 776	Hospital and Health Care Finance
NUR 664	Collective Bargaining
NUR 665	Legal Issues
NUR 666	Ethical Issues
NUR 768	Health Promotion and Illness Prevention Program Development for Nurse Administrators
NUR 769	Roles and Functions of the Nurse Administrator
NUR 770	Seminar and Related Practicum in Nursing Administration

Research Courses (6 credits)

NUR 650	Nursing Research I
NUR 750	Nursing Research II
NUR 751	Project Advisement

* Plans of study for students are developed individually in consultation with the faculty adviser.

Joint M.S./M.B.A. Degree Program

(75 credits)

Nurse administrators are integral members of administrative teams within health service organizations and are competing for leadership positions with individuals from non-nursing backgrounds. Their responsibilities have grown in the areas of long-range strategic and financial planning, resource management, implementation of outcomes-based approaches to quality patient care, institutional governance, and management of multiple departments. This combined program with the School of Nursing and the School of Business allows the registered nurse holding a bachelor's degree to complete the Master of Science in nursing and Master's in business administration. The program incorporates contemporary management theory, business fundamentals and essential core competencies, and knowledge, skills, and values of advanced professional nursing practice. The objective of this joint degree program is to prepare leaders who facilitate and embody the competencies required to help transform health service organizations and health systems as a whole.

Program Plan*

Nursing Requirements

(33 credits)

Core Courses (9 credits)

NUR 602	Frameworks for Advanced Nursing Practice
NUR 604	Small Group Phenomena
NUR 702	Health Issues, Policy and Politics

Specialty Courses (18 credits)

NUR 664	Collective Bargaining
NUR 665	Legal Issues
NUR 666	Ethical Issues
NUR 768	Health Promotion and Disease Prevention Program Development for Nurse Administrators

NUR 769	Roles and Functions of the Nurse Administrator
NUR 770	Seminar and Practicum in Nursing Administration

Research Courses (6 credits)

NUR 650	Nursing Research I
NUR 750	Nursing Research II
NUR 751	Project Advisement

Business Administration Requirements

(42 credits)

OPR 507	Mathematics for Managers
ACC 500	Financial Accounting
ECA 520	Macroeconomics
ECA 521	Microeconomics
MGT 561	Management Theory and Organizational Behavior
OPR 573	Management Information Systems
MKT 580	Marketing Management
ACC 600	Accounting for Managerial Analysis
FIN 630	Corporate Finance
OPR 678	Best Practices Production and Total Quality Management (TQM)
FIN 734	Building Shareholder Value Through Competitive Analysis
HRM 765	Developing World Class Human Resources
HHM 772	Organizational Systems Delivery of Health Care
HHM 776	Hospital and Healthcare Finance

* *Plans of study for students are developed individually in consultation with the faculty adviser.*

Post-Master's Certificate Programs

Designed for students who already hold a master's degree in nursing, the Advanced Certificate program provides 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 or are already involved in a role expansion or role 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.

The program is individualized for each applicant. It is a part-time course of study that includes 24–30 credits of master's courses, at least 12 of which must be taken at Adelphi University. The certificate is awarded upon successful completion of required courses. Prior graduate courses are evaluated for possible advanced standing in the certificate program.

Areas of study include nurse practitioner in adult health nursing and nursing administration.

Adult Health Nurse Practitioner

(28–30 credits)

Specialty Core Courses

NUR 761	Advanced Practice Roles and Functions
NUR 762	Advanced Pathophysiology
NUR 763	Clinical Pharmacology
NUR 764	Advanced Health Assessment

Specialty Courses

NUR 633	Adult Health Nursing I: Theory
NUR 638	Adult Health Nursing II: Theory and Clinical

NUR 640	Summer Clinical Practicum
NUR 653	Adult Health Nursing III: Theory and Clinical
NUR 742	Adult Health IV: Theory and Clinical

Nursing Administration

(24 credits)

NUR 664	Collective Bargaining
NUR 665	Legal Issues
NUR 666	Ethical Issues
NUR 768	Health Promotion and Disease Prevention Program Development for Nurse Administrators
NUR 769	Roles and Functions of the Nurse Administrator
NUR 770	Seminar and Practicum in Nursing Administration
ACT 500	Financial Accounting
MGT 561	Management Theory and Organizational Behavior
HRM 765	Developing World Class Human Resources
HHM 776	Hospital and Healthcare Finance

Admission Requirements

General Requirements

Unless otherwise indicated, the following are required for admission into all courses of study at the master's level. Applicants must:

1. Meet all University admission requirements as set forth in this *Bulletin*;
2. Be currently licensed as a registered professional nurse in the state of New York or eligible for licensure in the state of New York;
3. Have a baccalaureate degree in nursing from an accredited undergraduate nursing program with a cumulative grade point average of 3.0 (B) or better;
4. Have completed a basic statistics course with a grade of B or better;
5. Submit official transcripts of all prior work;
6. Submit two letters of reference from the applicant's most recent employer;
7. Submit a completed application form;
8. Submit the required fee.

Requirements for the Adult Health Nurse Practitioner (AHNP) Program:

In addition to the general requirements, applicants to the AHNP program should have two years of clinical nursing practice prior to enrolling in the specialty courses.

Requirements for the Post-Master's Certificate (PMC) Program:

In addition to the general requirements, applicants to the PMC program must have completed a master's degree in nursing.

Requirements for the Master of Science in Nursing and Master's in Business Administration (M.S.N./M.B.A.) Program:

In order to be admitted to the M.S.N./M.B.A. program, an applicant must:

1. Be currently licensed as a registered professional nurse in the state of New York or eligible for licensure in the state of New York;
2. Have completed a baccalaureate degree in nursing from an accredited undergraduate nursing program with a cumulative grade point average of 3.0 (B) or better. If the undergraduate degree is in a field other than nursing, the applicant must achieve a passing score on the National League for Nursing Comprehensive Baccalaureate Achievement Test;
3. Have two years of clinical nursing practice prior to enrolling in the specialty courses, one year of which should be in nursing administration;
4. Complete the Graduate Management Admissions test (GMAT);
5. Submit a statement of personal objectives;

6. Submit one application and one set of transcripts, references and other supporting documents to the Office of University Graduate Admissions.

International Student Requirements:

International applicants to all graduate programs in the School of Nursing must have obtained a minimum score of 550 on the Test of English as a Foreign Language (TOEFL) within the last two years; a declaration and certificate of finances; and certified English translations of all prior academic records.

The faculty reserves the right to require additional supportive data or prerequisites from applicants to all programs.

Advanced Standing

The transfer of credits earned at another institution is allowed only for comparable graduate courses completed with a grade of B or higher within five years preceding the date of entrance to the School of Nursing of Adelphi University. Evaluation of advanced standing is made by the School of Nursing. A maximum of 12 graduate credits may be accepted as 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 School of Nursing Study Guides. Textbooks are also available at the Reserve Desk in the Swirbul Library.

Leave of Absence

In every spring or fall semester in which students do not register for a course, they must request a leave of absence in writing. The student must then formally request readmission to the graduate program at the end of the leave.

Readmitted students must meet the admission and degree requirements in effect at the time of readmission. This will include an assessment of her/his clinical status, and may include additional classroom and clinical hours or other requirements, in order to meet state and national current standards.

Grading System

Courses completed with a grade of A or B are automatically applied toward degree requirements when the course in question is applicable toward such requirements. The minimally acceptable grade in all required courses is B-. *Failure to meet the above grading requirements will result in dismissal from the program.*

For further information on the University grading system, and on Withdrawals (Ws) and Incompletes (Is), see the section titled "Grading System" in this Bulletin.

Note: *A course with a grade of I prohibits a student from registering for the next requisite course in the course sequence.*

Students with two or more Incompletes may not register for future course work until all Incompletes are removed.

General Information

Regulations for Nursing Majors

Prior to registration for clinical courses, all students are required to submit evidence of the following:

- Annual Physical
- Annual Mantoux (with CXR if positive)
- MMR Titers showing immunity
- Tetanus within 10 years
- Hepatitis B Vaccine Series or

- Hepatitis B Declination Statement
- Varicella Titer (this is now required by some of the hospitals)
- CPR certification

Health forms are provided by the School of Nursing and must be submitted to the University Health Services Center before each fall semester. Failure to submit a health form will result in suspension from clinical experiences. A copy of the CPR certification card must be provided each semester.

Insurance

All students are required to have accident and health insurance in order to participate in a clinical practicum. All students must carry professional malpractice insurance.

School of Nursing Learning Center

The School of Nursing Learning Resources Center includes a learning laboratory, a computer laboratory, 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, providing all students with an opportunity for reinforcement of clinical learning.

School of Nursing Organizations

The School of Nursing Acting for Progress (SNAP) is an organization composed of all 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 a

conducive environment for informal socialization among its members.

VISIONS is an organization composed of students in the registered nurse to baccalaureate program in the School of Nursing. Its goal is to bring together RN students to discuss issues relating to their program.

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.

Graduate students who have achieved a grade-point average of 3.5 at the graduate level and who have successfully completed one-quarter of the graduate program may be considered for membership.

Financial Aid

Sigma Theta Tau Scholarship

Each year, the Alpha Omega chapter of Sigma Theta Tau International, Inc. offers a Nursing Scholarship Award. Eligible are full- or part-time master's students who are members of Alpha Omega who have a minimum grade-point average of 3.5, and who demonstrate accomplishment and leadership in professional endeavors and community activities. The Alpha Omega chapter of Sigma Theta Tau also offers annual research awards. Master's students who are active members of Alpha Omega chapter may apply.

Employer Tuition Reimbursement

Employer Billing

If a company will pay the University directly regardless of the student's grades, an authorization from the employer must be submitted to the Office of Student Financial Services at the time of registration. The student will be required to pay all tuition and fee charges not covered by their employer at the time of registration. Students may participate in this program as long as payment is not contingent upon successful course completion.

Employer Deferment

Students who will be reimbursed by their employer only after a grade is received must present an official letter of intent from their employer, specifying the tuition and fees covered. The student will be required to pay all remaining tuition and fees and the \$75 reimbursement deferment at the time of registration.

Students should ask their employer or union about participation in either of these programs.

Waiver of Academic Regulations

Students may petition the dean of the School of Nursing for a waiver of an academic regulation of the school.

COURSES OF INSTRUCTION

SCHOOL OF NURSING

NUR 602 Framework for Advanced Nursing Practice

3 credits

Examines various theoretical and conceptual frameworks basic to advanced nursing practice. The course explores ways of developing knowledge through such processes as scientific inquiry, critical thinking, logic, and intuition. The relationship of critical thinking and theory development to practice, research, and education is emphasized.

NUR 603 Psychoeducational Interventions

3 credits

Focuses on the role of the advanced practice nurse as a provider of education and counseling in practice settings. Students examine the impact of the changing focus of health care—from treatment to prevention and health promotion—on nurses' psychoeducational role. In addition, students practice basic communication skills required to fulfill the role, review research that has demonstrated the beneficial outcomes of patient education and counseling, and examine their practice to determine where and how to incorporate psychoeducational interventions. Problem-based self-directed learning is used to promote critical thinking and generate discussion about pertinent theories, problems, and issues.

NUR 604 Foundation C: Small-Group Phenomena

3 credits

Provides students with an opportunity to synthesize concepts, principles, and theories into a knowledge base for planning, leading, and evaluating small-group events. Students explore systematic approaches for diagnosing complex group problems and determining interventions.

NUR 633 Adult Health Nursing I: Theory and Clinical

5 credits

Prerequisites and Corequisites: NUR 602, 761, 762, 763, 764. This five-credit theory and clinical course is grounded in elements of holistic care and is the first of four comprehensive courses that focus on the primary care management of adults through the life span. Students gain beginning experience with differential diagnosis and the teaching and counseling roles of the nurse practitioner. Theory and clinical practice related to selected cardiac and respiratory disorders; hematological problems; common emergencies; infection; dermatological problems; eye, ear, nose, and throat disorders; and health promotion strategies are emphasized. Attention is also given to critical thinking inherent in the use of assessment data essential to health care maintenance and disease prevention. Legal, ethical, and cultural aspects of advanced nursing care are considered and pertinent research is included. This course consists of three hours of lecture and two credits of clinical practice.

NUR 638 Adult Health Nursing II:**Theory and Clinical**

5 credits

Prerequisites and Corequisites: NUR 602, 633, 761, 762, 763, 764.

This five-credit theory and clinical course is designed to expand the student's knowledge obtained from Adult Health I and is the second of four comprehensive courses that focus on the primary care management of adults through the life span. The course provides the student with increasingly complex problems meant to test the student's ability to distinguish subtle from obvious alterations in the health status of the adult. Theory and clinical practice related to selected women's health issues, gastrointestinal disorders, endocrine disorders and genitourinary problems are stressed. Attention is given to critical thinking essential to health care maintenance and disease prevention. The teaching and counseling roles of the nurse practitioner, and leadership strategies applied to population-based care are continued. Legal, ethical, and cultural aspects of advanced nursing care are considered and pertinent research is included. This course consists of three hours of lecture and two credits of clinical practice.

NUR 640 Summer Clinical Practicum

2 credits

Prerequisites and Corequisites: NUR 602, 633, 638, 761, 762, 763, 764.

This two-credit concentrated clinical course presents practice opportunities for students to further enhance their skills in, and knowledge of, the nurse practitioner role. Attention is given to clinical skills acquisition, nurse practitioner role refinement, client case presentation, and further time management in the primary care of adult clients. Further refinement and improvement in the student's critical thinking, diagnostic reasoning, and health management skills are provided. The teaching and counseling roles of the nurse practitioner, leadership strategies, legal issues, ethical issues, and cultural aspects of advanced nursing care are incorporated. This course requires clinical practice and meetings with the course instructor as scheduled.

NUR 650 Nursing Research I

3 credits

Prerequisite: basic course in statistics.

Focuses on selected aspects of the research process, including review of literature, problem definition and hypothesis formulation, basic research design, and sampling theory. Based on a process of scientific inquiry, students explore and critically analyze theory and research findings related to their areas of interest.

NUR 653 Adult Health Nursing III:**Theory and Clinical**

5 credits

Prerequisites and Corequisites: NUR 602, 633, 638, 640, 761, 762, 763, 764.

This five-credit theory and clinical course is designed to further expand the student's knowledge base obtained from Adult Health I and II and is grounded in elements of holistic care and includes the primary care management of adults through the life span. The course provides the student with increasingly complex problems and opportunity for further refinement and improvement in the student's

critical thinking, diagnostic reasoning, and health management skills are provided. Differential diagnosis of common health problems, including psychosocial disorders, aging issues, musculoskeletal disorders, and neurological disorders are included. The teaching and counseling roles of the nurse practitioner, and leadership strategies applied to population-based care are emphasized. Legal, ethical, and cultural aspects of advanced nursing care are considered and pertinent research is included. This course consists of three hours of lecture and two credits of clinical practice.

NUR 664 Collective Bargaining

1 credit

Explores labor relations information pertaining to professional issues in collective bargaining. The role of the nurse manager in the development of a proactive work climate and in the future of the collective bargaining movement in health care is explored.

NUR 665 Legal Issues

1 credit

Focuses on the areas of professional liability as it relates to negligence, intentional torts, and client consent. The roles of the nurse practitioner and nurse manager are explored as they relate to patient advocacy and risk management.

NUR 666 Ethical Issues

1 credit

Addresses three critical areas in current professional practice: the moral foundations of professional practice; the elements of ethical decision-making; and maintaining ethical practice climates in health care delivery systems.

NUR 702 Health Issues, Policy, and Politics in Health Care

3 credits

Focuses on selected trends and issues in health care and their interrelationship with nursing practice. Main emphases are on the analysis of issues and strategies to influence these trends so that nurses can make a greater contribution to the health care delivery system.

NUR 742 Adult Nursing IV:**Theory and Clinical**

4 credits

Prerequisites: NUR 602, 603, 633, 638, 640, 653, 761, 762, 763, 764.

In this four-credit culminating internship experience, students focus on the implementation of the advanced nurse practitioner role. This course is the final integration and synthesis of advanced practice in adult health. There will be integration of professional role and practice issues, and updates on legislation and health policy affecting nurse practitioners. During this practicum, students apply the knowledge and skills that were acquired throughout their course of graduate study as they assess, plan, implement and evaluate holistic health care for adults. Theory and clinical experiences focus on the comprehensive management of clients with multiple health problems. All necessary clinical experiences specified for Adult Nurse Practitioner are completed and a certification review and mock certification exam are included in this course. This course consists of two hours of theory and two credits of clinical practice.

NUR 749 Seminar/Clinical II 2 credits
Prerequisites: NUR 633, 635, 638, 640, 653, 742, 602, 603, 761, 762, 763, 764.

This course is for students who require additional clinical hours to complete the internship experience.

NUR 750 Nursing Research II 3 credits
Prerequisite: NUR 650.

This course continues the study of quantitative and qualitative nursing research begun in Research I. Knowledge and skills related to critiquing nursing research studies are further enhanced as students compare studies in an area of interest and cluster present knowledge within that area. The processes of planned change and nursing research utilization are also explored, with an emphasis on the interrelationship between them. Students have the opportunity to discuss their current/proposed research in seminar sessions.

NUR 751 Project Advisement 0 credits
(Fee course—equal to 3 credits)

In this noncredit individual advisement, students work with their master's project adviser towards completion of the master's project. Students are expected to register for advisement for each semester in which they seek guidance. Students cannot register for one semester and use that time in a subsequent semester.

NUR 761 Advanced Practice Roles and Functions 2 credits

Prerequisites: None.

This two-credit course examines role development of the professional nurse and emphasizes leadership in advanced nursing practice. Analysis of the social, cultural, economic, and political contexts in which nurse practitioners provide holistic care are studied. The course draws on both historical development and current changes in nurse practitioner education and practice. Discussion related to relevant research, and the legal and ethical implications of nurse practitioner practice is included.

NUR 762 Pathophysiology for Nurse Practitioners 3 credits
Prerequisites: None.

This three-credit course uses a systems approach to examine concepts in pathophysiology as a basis for advanced nursing practice. Building on knowledge of normal anatomy and physiology, the student will demonstrate an understanding of pathophysiological principles such as clinical manifestations and alterations in physiological function in organs and systems. Utilizing concepts of pathophysiology and the foundation of nursing management of primary health care patients during acute phases of illness, as well as during recovery and rehabilitation, underlying principles will be explored. Analysis and interpretation of laboratory data will be undertaken relative to pathophysiological principles and concepts. This course consists of three hours of lecture.

NUR 763 Advanced Pharmacology 3 credits
Prerequisites: NUR 602, 762.

This three-credit theory course in clinical pharmacotherapeutics focuses on the pharmacotherapeutic use of medications for primary health care management by advanced nurse practitioners. Emphasis is placed on the clinical critical thinking process used to prescribe drugs in the management of specific illnesses. The New York State laws for advanced practice nurse prescriptive authority will be addressed. This course builds on prior knowledge of drug classification, actions, interaction, and adverse drug reactions. Core concepts include pharmacodynamics, pharmacokinetics, pharmacotherapeutics, health related information, medication compliance, and issues that pertain to the prescribing of medication in advanced nursing practice.

NUR 764 Advanced Health Assessment 4 credits
Prerequisites: NUR 762, 763, and an undergraduate human assessment course within five years or the equivalent course in CEU credits.

This four-credit course will critically review and analyze health assessment as a model for the development of diagnostic reasoning skills. A regional approach to physical examination will be introduced and practiced and used to develop critical thinking and clinical decision making skills. The course builds on basic health assessment skills and emphasizes advanced assessment skills, lab work, interpretation, validation, documentation and analysis of assessment findings. A synthesis of the physical, psychosocial, cultural, developmental, occupational, and spiritual assessments will lead to a statement of the wellness/illness status and risk appraisal of the individual. Legal and ethical components of client interaction are included, as well as communication and leadership skills. This course provides 2 credit hours of theory and 2 credit hours of practice.

NUR 768 Health Promotion and Illness Prevention Program Development for Nurse Administrators 3 credits

This course will focus on the leadership role of the nurse administrator in health promotion and illness prevention program development. Students will examine the social, cultural, environmental, political, and economic contexts of health promotion and illness prevention policies and programs; further, students will identify characteristics of effective interventions. The process of planning, implementing, and evaluating health promotion programs in a variety of settings will be examined from a nursing perspective. Students will work individually and in small groups to draft proposals for health promotion or illness prevention programs.

NUR 769 Roles and Functions of the Nurse Administrator 4 credits

Through observation and dialogue with nursing administrators in diverse practice settings, and through analysis of scenarios, students explore dimensions of the role of the nursing administrator and identify knowledge and skills required to fulfill the role. Problem-based, self-directed

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learning is used to promote critical thinking and generate discussion about pertinent research findings, theories, problems, and issues.

NUR 770 Seminar and Related Practicum in Nursing Administration *2–8 credits*

Prerequisites: all specialty courses.

Provides seminar and practical experience in the observation, participation in, and critical analysis of various roles and functions of nursing administrators.

NUR 795 Independent Study *1–6 credits*

This course provides an opportunity for students and faculty to design learning experiences that are of particular interest to or are needed by an individual student. This course is designed to be taken for variable credit.

VII

SCHOOL OF
SOCIAL WORK

School of Social Work

Social Work Building

Andrew Safyer, *Dean*
Email: safyer@adelphi.edu

Maxine Lynn, *Assistant Dean for Academic Affairs*

Peter Chernack, *Assistant Dean for Field Education and Administration*

Eileen Chadwick, *Director, Hudson Valley Program*

Mary E. Remito, *Director, Manhattan Program*

Marcia Edwards, *Coordinator of Admissions*

Professors

Roni Berger
Gertrude S. Goldberg

Visiting Professor

Martha Morrison Dore

Associate Professors

Richard Belson
Ellen Bogolub
Carol S. Cohen
Roger Levin
Ellen Rosenberg
Louise Skolnik
Zulema Suarez
Carol Sussal

Visiting Assistant Professor

Alissa Mallow

Assistant Professors

Julie C. Altman
Diann Cameron-Kelly
Judy Fenster
Patricia A. Joyce
Francis Kombarakaran
Suzanne Michael
James B. Mullin
Elizabeth Palley
Philip A. Rozario
Bradley D. Zodikoff

Clinical Assistant Professor

Godfrey Gregg

Professional Philosophy

Social work is a profession that seeks to ameliorate human suffering. This commitment is based upon the assumption that people, individually and collectively, have innate strengths and that strategies to enhance and restore a capacity for social functioning are both capable of discovery and teachable. Multidisciplinary knowledge from the arts and sciences is essential to the education of social workers, for the profession requires practitioners who have been exposed to a breadth of ideas and information. Social work education is grounded in the perspective that environmental influences affect the development and well-being of people and must be taken into account when assessing behavior and life situations.

Social work education at Adelphi University integrates knowledge from a variety of disciplines in all courses throughout the curriculum. Rather than being taught selected facts and theories as single truths, Adelphi students grapple with opposing ideas, consider a broad range of facts and theories, and finally, learn to select and apply knowledge to ameliorate individual, family, and social problems.

Programs of Study

- Master of Social Work 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
- Hudson Valley Center M.S.W. Program
- Manhattan Center M.S.W. Program
- Doctor of Social Welfare D.S.W. Program
- Bilingual School Social Work Program
- Post-Master's Certificate Program in Bilingual School Social Work
- Addiction Specialist Certificate Program
- Human Resources Management Certificate Program

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.

Master of Social Work Program

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 second 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 first year of the Adelphi University M.S.W. program are required to take the same ten courses. Eight of the ten 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 first-year 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 second 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: two 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 two electives.

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 internship or practicum as students put to use 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 inculcate 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 ancillary 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.

Field instruction provides students with the opportunity to work directly with people in a different field instruction setting in the first and second year of the M.S.W. program. In the first year, students complete a minimum of 600 hours of field instruction with an emphasis on developing foundation practice skills for work with individuals, families, groups, and communities. In the second year, students complete a minimum of 600 hours of field instruction in advanced, direct social work practice. Advanced Standing students may, in certain instances, be required to complete

additional hours of field instruction if the candidate's program is determined to vary significantly from Adelphi's B.S.W. field curriculum. One Year Residency (O.Y.R.) students are required to take a 4-credit professional seminar, SWK 601, concurrent with the foundation practice courses and complete 900 hours of field instruction in the second year concurrent with Advanced Social Work Practice course work.

Students are expected to work normal agency hours and are responsible for adhering to agency policies and practices. Although the School does offer field 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. Field instruction, unlike other academic courses, continues during January intersession and students are advised to factor possible housing expenses into their financial plans. In addition, students will need to arrange for transportation to and from the field agency.

The model presented below is the standard program for students who maintain full-time status over two years. While some 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.

M.S.W. Course of Study

First-Year M.S.W. Program

(32 credits)

Fall Semester (16 credits)

SWK 500	Issues in Social Welfare I: History and Philosophy of Social Welfare
SWK 510	Human Behavior Theory for Social Work Practice I
SWK 520	Foundations of Social Work Practice I

SWK 542	Oppression, Diversity and the Struggle for Human Rights
SWK 690	Field Instruction I

Spring Semester (16 credits)

SWK 501	Issues in Social Welfare II: Inequality, Inequity, and Social Justice
SWK 511	Human Behavior Theory for Social Work Practice II
SWK 521	Foundations of Social Work Practice II
SWK 557	Social Work Research I*
SWK 691	Field Instruction II

*Students who have not had an undergraduate course in statistics with an earned grade of B or better are required to enroll in an additional one-credit statistics course, SWK 559.

Second-Year M.S.W. Program

(32 credits)

In their second year, students are in a contemporary, direct practice concentration. The concentration is composed of Advanced Social Work Practice with Individuals, a choice of Advanced Social Work Practice with Groups or Advanced Social Work Practice with Families and Couples, Social Work Assessment and Diagnosis, and the field internship. Students may register for the third practice course, which is not part of their concentration, as an elective.

Fall Semester (16 credits)

SWK 710	Social Work Assessment and Diagnosis
SWK 758	Social Work Research II
SWK 780	Advanced Social Work Practice with Individuals
SWK 7**	Elective
SWK 790	Field Instruction III

Spring Semester (16 credits)

SWK 722	Organizational Context for Professional Practice
SWK 736	Contemporary Social Work: An Integrated Approach
SWK 782	Advanced Social Work Practice with Groups
<i>OR</i>	
SWK 786	Advanced Social Work Practice with Families/Couples
SWK 7**	Elective
SWK 791	Field Instruction IV

Admission Requirements

The requirements for admission to the M.S.W. program are based on prior academic performance, values consonant with the 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 4-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 C.S.W.E.-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 B.S.W. undergraduate curriculum.

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 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 at least 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. Any candidate may be interviewed to secure additional information or to gain impressions as to personal qualifications.

Applications are reviewed by the coordinator of admissions and the admissions committee. All advanced standing, accelerated, and O.Y.R. program applicants are interviewed as well as all transfer applicants.

For additional information please contact Marcia Edwards, Coordinator of Admissions for the School of Social Work, (516) 877-4384/4360.

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 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 is a requirement 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.

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 financial need. Application for aid is made at the point of application to the program.

Elizabeth A. Doherty Memorial Scholarship

Kathleen J. Esposito, the sister of the late alumna and adjunct instructor, Elizabeth A. Doherty, established a memorial scholarship in 2001, its mission consistent with Elizabeth's lifetime commitment to social work, counseling, and assistance to those in need. Students who demonstrate a commitment to women's issues and a talent for overcoming adversity are eligible. To qualify, applicants must be studying for a graduate degree in the School of Social Work and be in financial need.

The Rita Paprin Memorial Scholarships

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 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.

Bilingual School Social Work Scholarship

The School of Social Work is a participating member in the Bilingual Scholarship Program offered by the New York City Board of Education. These full tuition scholarships are available for bilingual students interested in working for the N.Y.C. Board of Education upon graduation. The School offers the courses mandated by the New York State Education Department for State Certification. In addition, the School also provides an appropriate bilingual/bicultural internship. The scholarships are awarded directly by the N.Y.C. Board of Education.

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 a reference from a field instructor. A personal interview is also 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.

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 assistant dean for academic affairs. The course must 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 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.

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 undergraduate course 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.

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 4-credit seminar (SWK

601). 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 for 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 C.S.W.E.-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.

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 a bilingual social worker 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 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.

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 Saturday courses on a full time or part time basis. Students are required to attend one course, SWK 758 Social Work Research II, on the Garden City campus. Field placements for first and second year students are arranged in agencies in the Hudson Valley area.

All courses offered in the Hudson Valley use the same outlines, bibliographies, and assignments as the courses offered on the main campus. The scheduling of courses and their mode of delivery follow the same pattern as those offered in Garden City. Uniform exams or assignments related to sequences are also used in the Hudson Valley program.

Admission to the Hudson Valley program is handled centrally by the Admissions Office in Garden City, using the same criteria and procedures governing applications to the main campus. All decisions regarding admission are made by the Coordinator of Admissions in Garden City in concert with the School of Social Work Admissions Committee chaired and composed of full-time faculty.

For further information contact:

Eileen Chadwick
Hudson Valley Center Program
457 Maple Street
Poughkeepsie, NY 12601
Telephone: (845) 471-3348

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 758 Social Work Research II must be completed on the Garden City campus. On-site support services in Manhattan include academic and field advisement, full computer, and library facilities.

All courses offered in Manhattan use the same outlines, bibliographies, and assignments as the courses offered on the main campus. The scheduling of courses and their mode of delivery follow the same pattern as those offered in Garden City. Uniform exams or assignments related to sequences are also used in the Manhattan program.

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 further information contact:

Mary E. Remito
Manhattan Center
75 Varick Street
New York, New York 10013
Telephone: (212) 965-8359

Hauppauge Center M.S.W. Program

The School of Social Work offers M.S.W. courses at the Adelphi Hauppauge Center on evenings during the week. All the foundation first-year courses and four advanced-year courses are given on-site. Field placements are arranged at agencies convenient to the student's homes. Students are required to complete the four remaining advanced-year courses on the Garden City campus.

Doctor of Social Welfare

The Doctor of Social Welfare program prepares students for leadership positions in social work practice, in university-based teaching and research positions, and in human service administration. Students learn to be scholar-practitioners and are equipped to further individual and social development for significant change. The curriculum is integrated to provide a balanced array of courses that prepares students to meet the challenges of an increasingly complex world. Course work encompasses clinical practice, social policy, administration and research. Students are taught to think critically, to evaluate a broad spectrum of clinical, administrative and policy interventions, and to create new knowledge as well as to use existing knowledge creatively.

Organization and Structure of the D.S.W. Curriculum

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

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

D.S.W. Course of Study*

First Year

Fall

SWK 810	The Epistemological Bases of Social Work Knowledge
SWK 842	Analysis of Social Work Practice Models and Theories of Personal Development

Spring

SWK 844	Program Development: Theory and Practice
SWK 860	Social Work and Social Science

Second Year

Fall

SWK 850	Comparative Approaches to Social Work Research: Quantitative
SWK 882	Comparative Approaches to Social Work Research: Qualitative

Spring

SWK 843	Social Work Practice with Individuals: A Critical, Integrative Perspective
SWK 845	Comparative Perspectives on Social Provision

**Please see course descriptions at the end of this section.*

Candidacy Exam

Third Year

Fall

SWK 846	Social Work Practice with Families: Theory and Research
SWK 854	Seminar on Proposal Development

Spring

SWK 849	Mental Health and Women: International Policy and Practice Issues
SWK 851	Methods of Data Collection and Analysis

Fourth Year

Fall

SWK 811	Social Work Education: Issues and Processes
SWK 848	Social Work Practice with Groups: Theory and Research

Spring

SWK 853	Research Seminar in Social Work
SWK 880	Writing for Professional Publication

Post Course Work

SWK 895	Continuing Matriculation with Dissertation Supervision
SWK 896	Continuing Matriculation

Admission Requirements

Admission to the D.S.W. program is predicated on the possession of a Master of Social Work degree with a grade point average of at least 3.2, three years of successful post-M.S.W. professional experience and capacity to engage in advanced study. Each candidate is 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 experi-

ence, but will be employed in an appropriate professional position while pursuing doctoral studies; or an applicant has made a substantial 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 48 credit hours.

The School of Social Work also considers the following criteria when evaluating applicants for acceptance into the doctoral program:

- skill in written communication;
- ability to analyze professional issues and problems and to conceptualize appropriate responses to these issues and problems;
- ability to complete the required course work, as evidenced by prior academic performance;
- ability to identify and conceptualize a dissertation research problem and likelihood of carrying the research through to completion;
- ability to complete degree requirements in a timely fashion.

A high score on the TOEFL Exam (Test of English as a Foreign Language) is required of international students to demonstrate sufficient proficiency in language skills to carry out doctoral work.

Application Procedure

Applicants for admission should:

1. Secure and fill out the form, Application for Admission to Graduate Studies;
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 "career statement," presenting their reasons for seeking the D.S.W. degree and describing how it fits into their professional career history and their future career plans;
4. Submit examples of their professional writing, either published or unpublished;

5. Mail their completed application form, applicant's essay, and non-refundable application fee (\$50) in the enclosed return envelope. The application fee, in the form of a check or money order, should be made payable to Adelphi University.

All the above materials should be sent to:

Office of Graduate Admissions
 Adelphi University
 Levermore Hall
 1 South Ave
 Garden City, NY 11530

When the application is complete (all the above items having been received), the Director of the Doctoral program will communicate with the applicant to set up an admissions interview on the Adelphi University campus with a member of the doctoral faculty.

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

Financial Aid

A limited amount of financial aid for doctoral students is available mainly through research and teaching assistantships; they are awarded on a competitive basis.

Relationship to University Admissions

The decision to admit a student rests with the Doctoral program. The relationship with 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 University Admissions Office can provide help in evaluating the equivalency of academic courses.

The following materials are sent to applicants by the University:

- Bulletin
- School of Social Work Cover Letter
- Application Form
- Data Card
- Reference Letter Forms

Official letters of acceptance or rejections are sent by the Office of University Admissions upon notification by the Director of the Doctoral Program.

Addiction Specialist Certificate Program

The Addiction Specialist Program is designed for human service practitioners who are interested in enhancing their knowledge and skill in working with clients with drug and alcohol problems. The program is committed to the belief that substance abuse and addiction are disorders that markedly affect individuals, families, and society. Clients require the services of professionals who have advanced specialized training and understanding in substance abuse and addiction treatment and prevention. Students, taught by experienced clinician-teachers, will learn cutting edge skills and concepts that can be integrated immediately into direct practice.

Practitioners with a bachelor's degree in social work or an M.S.W. degree, or professionals with related graduate-level degree, are eligible to enroll. This curriculum establishes the practitioner as a specialist in working with addiction and, for most students, satisfies all educational requirements for the Credentialed Alcohol and Substance Abuse Counselor Certification (CASAC). Post-master's and post-baccalaureate practitioners also can choose to take selected courses for CASAC recertifying credits or for knowledge and skill enhancement. The program is organized over two academic years including a short summer session. Classes are held one evening per week and provide some opportunity for informal discussion and networking.

Post-Master's Certificate Program in Bilingual School Social Work

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. For more information, please contact Ms. Marcia Edwards, Coordinator of Admissions for the School of Social Work, at (516) 877-4384/60.

Human Resources Management Certificate Program

M.S.W. students are eligible to enroll in a joint program with the School of Business leading to a certificate in Human Resources Management that requires nine additional credits beyond the M.S.W. degree. The certificate program is 15 credits: the SWK 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.

COURSES OF INSTRUCTION

SCHOOL OF SOCIAL WORK

M.S.W. Courses

Social Welfare Policy and Organization Sequence

SWK 500 Issues in Social Welfare I: History and Philosophy of Social Welfare 3 credits

This introductory course in social welfare policy focuses on five major themes: the development of social work as a profession; the emergence of social welfare institutions in the United States; the experience of oppressed populations in the United States; the contributions of social work and social movements to the reduction of oppression; and the changing role of government in social welfare. These themes are examined with an emphasis on the philosophical, economic, social, and political forces that shaped the development of social work and social welfare in the United States. The course covers the period of time from the post-bellum or Reconstruction era to the present.

SWK 501 Issues in Social Welfare II: Inequality, Inequity, and Social Justice 3 credits *Prerequisite: SWK 500.*

This course develops students' ability to analyze, design, and enact social policies based on an understanding of the factors that contribute to the existence of contemporary social problems, especially economic and social inequality and the oppression of specific population groups. The course focuses on: frameworks for social policy analysis and development; conceptualizing, defining and developing solutions to social problems; economic and social inequality as a fact of contemporary society; the unequal treatment of specific population groups; major political perspectives on the role of government in redressing inequality; the role of social movements in defining and reducing social problems; and how social workers can contribute to the achievement of social justice in the United States.

SWK 722 Organizational Context for Professional Practice 3 credits *Prerequisite: SWK 501 and 691 or 601.*

This course provides conceptual frameworks for understanding the role of professional social workers in organizational settings and expands students' capacities to maximize their practice effectiveness in organizations, provide organizational leadership, and contribute to constructive organizational change. Drawing on organizational sociology, social administration, and students' practice experiences, the course examines the organizational goals, structures, environments, and processes that impact on service strategies, case decisions, and the achievement of professional objectives.

Human Behavior and the Social Environment Sequence

SWK 510 Human Behavior Theory for Social Work Practice I 3 credits

This is the first of two courses that stresses critical thinking in regard to theoretical perspectives on human behavior. The course presents the bio-psycho-social perspective with a particular emphasis on multiculturalism. This is followed by an exploration of the various social systems that impact human behavior. This exploration includes an analysis of a variety of theories and application to the social systems students address in practice. The course introduces theories about and perspectives on the human life span and begins a discussion of the life cycle, which is continued in SWK 511, covering conception through middle childhood.

SWK 511 Human Behavior Theory for Social Work Practice II 3 credits *Prerequisite: SWK 510.*

This course builds on the foundations acquired in SWK 510 and continues with a multicultural perspective on the human life cycle. It begins with a brief review of the theoretical perspectives covered in SWK 510. It introduces ego psychology and functional and dysfunctional ego mechanisms as well as providing an exploration of concepts relating to stress and coping. It continues the discussion of the human life span in SWK 510 in the context of social systems and relevant theory. The period beginning with adolescence and ending with death is examined.

SWK 542 Oppression, Diversity, and the Struggle for Human Rights 3 credits *Co/Prerequisite: SWK 500.*

This course emphasizes the systematic nature of oppression and the responsibility of social workers to engage in the struggle for social justice and human rights. The meaning and implications of related concepts such as discrimination based on race, ethnicity, gender, sexual orientation, class, disability, and aging are discussed. In addition to professional literature, there is an emphasis on experiential learning, encouraging students to get in touch with their own oppression and the biases they have toward others. Students gain an understanding of the practice principles and skills needed to be effective as change agents with diverse populations at the micro, mezzo and macro level.

SWK 710 Social Work Assessment and Diagnosis 3 credits *Prerequisite: SWK 511 and 691 or 601.*

This course provides an understanding of psychopathology from a social work perspective. Concepts of mental health and mental illness are viewed from a historical and holistic perspective incorporating the impact of socio-economic, gender, racial, ethnic, and cultural factors. The course discusses classification of mental illness, for example anxiety states, mood disorders, personality disorders, substance abuse, dementia and schizophrenia, as set forth in the Diagnostic and Statistical Manual (4th edition). Emphasis is placed on

the explanatory power of theories to inform practice on behalf of people with mental illness.

Social Work Research Sequence

SWK 557 Social Work Research I 3 credits
Co/Prerequisite: SWK 500 and 559.

This course provides students with the basic tools needed to understand and participate in social work research. It integrates material from epistemology, research design, data collection, management and analysis into a coherent view of the social research process. The purpose of this course is to prepare professional social workers who understand the means necessary to contribute to the formal development of the profession's knowledge base and are able to participate meaningfully in the research process to expand it. This includes preparing students to use empirical evidence to guide their professional practice, to evaluate their own practice, and to evaluate social service programs in which they work.

SWK 559 Statistics for Social Work Research 1 credit

This course is required of all M.S.W. students who did not have an undergraduate statistics course in which they earned a B or better. The course is an introduction to basic statistical techniques used in social work research. Students will learn fundamental concepts and operations in statistics to help them understand, develop, and use social work research.

SWK 758 Social Work Research II 3 credits
Prerequisite: SWK 557.

This course focuses on using and evaluating the knowledge base of social work practice. It applies concepts learned in Research I to the empirical evaluation of one's own practice, the analysis and evaluation of empirical-based knowledge, and its use in social work practice. The course stresses issues related to the conduct of research in a practice profession, including the relationship between research and practice, the application of principles of critical thinking to both research and practice, and the ethical considerations crucial in research development.

Social Work Practice Methods Sequence

SWK 520 Foundations of Social Work Practice I 3 credits
Corequisite: SWK 690 or 590.

This first practice course provides foundation knowledge within the context of a generalist intervention model. Knowledge, values and skills for social work practice at the micro, mezzo, and macro levels will be taught from an integrative practice framework. Students will be introduced to social work values, theoretical concepts, and interventive activities common to all social work practice methods.

SWK 521 Foundations of Social Work Practice II 3 credits

Prerequisite: SWK 520.

Corequisite: SWK 691, 591, 593 or 601.

This course focuses on the theories and skills necessary for social work practice with individuals, families, groups, and communities as a means of enhancing role performance and social functioning. The development of skills in facilitating the interaction of client systems and environments is emphasized, using a systems perspective in relation to problem solving. Crisis intervention, ego support, linking clients to resources, and alleviation of environmental stressors are considered. The small group and groups as representative of communities are examined as vehicles of growth, goal attainment, and empowerment.

SWK 780 Advanced Social Work Practice with Individuals 3 credits

Prerequisite: SWK 521.

Corequisites: SWK 790 or 796.

Building on the foundation year, this course will focus on development of the knowledge and skills needed for advanced clinical social work practice with individual clients. Relying on ecological systems theory, the course will present various models for advanced practice, as well as the integration of these models. Teaching of all models will rely on the strengths perspective and be case-based.

SWK 782 Advanced Social Work Practice with Groups 3 credits

Prerequisite: SWK 521.

Corequisite: SWK 790, 791, or 797.

Group work practice will be examined in depth with application to social work within an agency context. The course creates a link with the foundation practices courses taught in the first year, as well as content taught in the foundation human behavior and social environment courses. Emphasis will be on addressing conceptual understanding, analytical process and interactional skills necessary for group work practice.

SWK 786 Advanced Practice with Families and Couples 3 credits

Prerequisites: SWK 521.

Corequisite: SWK 790, 791, or 797.

This course focuses on clinical practice with families and couples. The family/couple system is seen as the arena and resource for change. The class explores how different family therapy approaches address issues of diversity and the needs of populations at risk. It recognizes economic and social justice factors as a context for assessment and practice. Integration of major overarching concepts common to all approaches are stressed. Issues of gender, class, race, ethnicity, and sexual orientation are interwoven throughout the course in readings, case materials, and lecture content.

Field Instruction Sequence

SWK 690 Field Instruction I 4 credits
Corequisite: SWK 520.

SWK 691 Field Instruction II 4 credits
Prerequisite: SWK 690.
Corequisite: SWK 521.

SWK 690 comprises the first half of a year-long 600 contact-hour field instruction internship completed during the first year of the M.S.W. program. The field instruction internship provides the experiential component of social work education in which students work directly with clients in a social agency under professional social work supervision. There is an emphasis on developing foundation skills for work with individuals, families, groups, and communities. **SWK 691** comprises the second half of a year-long field instruction internship completed during the first year of the M.S.W. program.

SWK 790 Field Instruction III 4 credits
Prerequisite: SWK 691.
Corequisite: SWK 780 or 782 or 786.

SWK 791 Field Instruction IV 4 credits
Prerequisite: SWK 790.
Corequisite: SWK 780 or 782 or 786.

SWK 790 comprises the first half of a year-long, 600-contact-hour field instruction internship completed during the second year of the M.S.W. program. Students are assigned to field agencies and engage in advanced, direct social work practice with individuals, families, couples, and small groups. Students are expected to complete a minimum of 600 hours of internship during SWK 790 and 791. **SWK 791** comprises the second half of a year-long field instruction internship completed during the second year of the M.S.W. program.

Field Instruction Sequence—OYR Program

Students in the One Year Residency (OYR) program complete the OYR Professional Seminar (SWK 601) during the foundation year and then move on to complete 900 hours (12 credits) of field instruction during their year of residence. Students may elect to complete the field instruction requirements in two semesters (fall and spring) by taking SWK 796 and 797; or in three semesters (fall, spring and summer) by taking SWK 790, 791, 792.

SWK 601 OYR Professional Seminar 4 credits
Corequisite: SWK 520.

The OYR Professional Seminar is required for all OYR candidates and is taken concurrently with SWK 520. The course is designed to help students integrate prior and concurrent practice experience with the foundation practice curriculum and to promote the student's capacity and engagement in developing professional practice skills. The

focus throughout the seminar is on doing, reflecting, and knowing. Students identify and apply practice principles to their work with client systems and use these principles to critically assess their practice.

SWK 790 Field Instruction III—OYR 4 credits
Prerequisite: SWK 601.
Corequisite: SWK 780.

SWK 791 Field Instruction IV—OYR 4 credits
Prerequisite: SWK 790.
Corequisite: SWK 782 or 786.

SWK 792 Field Instruction V—OYR 4 credits
Prerequisite: SWK 791.

Note: SWK 790, 791, and 792 comprise a three semester, 900-hour field instruction internship for students in the OYR program. Students are assigned to a field agency or complete a work/study field placement under the auspices of their human service employment during which they engage in supervised advanced direct practice with individuals, couples, families and small groups.

SWK 796 Field Instruction VI—OYR 6 credits
Prerequisite: SWK 601.
Corequisite: SWK 780.

SWK 797 Field Instruction VII—OYR 6 credits
Prerequisite: SWK 796.
Corequisite: SWK 782 or 786.

SWK 796 and 797 comprise a two-semester, 900-hour field instruction internship for students in the OYR program. Students are assigned to a field agency or complete a work/study field placement under the auspices of their human service employment during which they engage in supervised advanced direct practice with individuals, couples, families, and small groups.

Capstone Experience

SWK 736 Contemporary Social Work: An Integrated Approach 3 credits
To be taken in the final semester of study.

This course is designed to integrate all aspects of the curriculum in order to prepare students to address practice concerns that are linked to social problems and policies in a knowledgeable, professional, and rational manner. Students learn to analyze and synthesize theory and research concerning a social problem experienced by their clients. They utilize both domestic and international information in order to develop relevant, informed solutions and interventions. This comprehensive process provides a template for students to address any social concern in the same manner, moving from "Case to Cause," reflecting social work's most salient mission.

Elective Courses

SWK 706 Social Work in the Health Care Setting 3 credits
Prerequisite: SWK 521.

This course examines critical issues in social work practice in health care. Building on core knowledge common to all fields of practice, the course explores advanced practice skills and strategies for work with individuals, families, groups, interdisciplinary teams, and service providers in a variety of health care settings. Social work practice is examined in the context of psychosocial consequences of illness, current health care delivery systems, technological advances, and changing regulatory approaches and organizational structures.

SWK 717 Evidence-Based Practice with Serious Mental Illness: Paths to Recovery 3 credits
Prerequisites: SWK 521.

The focus of this course is on social work practice which empowers clients who manifest serious mental illness. Among the psychodiagnostic categories covered are psychoses (brief and long term), post traumatic stress disorder, and associative disorders as they relate to intervention. Knowledge about psychopharmacology and the psychoeducational approach will be taught. Community services available to individuals and families will be critically compared.

SWK 721 Psychosocial Issues in Dealing with Death and Dying 3 credits
Prerequisite: SWK 521.

This course investigates the social, psychological and emotional issues of separation and loss and subsequent grieving. It examines the impact that cultural diversity and one's own values, attitudes, and fears have on the grieving process. Legal, political, medical and ethical issues will be analyzed to heighten ability to empower the clients.

SWK 727 Social Work Practice in the Prevention and Treatment of Chemical Dependency 3 credits
Prerequisites: SWK 521.

This course focuses on social work treatment of alcoholism, other substance abuse, and poly-drug use. Alcoholism is conceptualized as both an addiction and a disease. Biological, sociocultural, behavioral, analytical, and transactional approaches to treating addiction are studied. Advanced inter-ventive skills and strategies are considered in working with individuals, groups, families, and the self-help network.

SWK 728 Social Work with Children and Adolescents 3 credits
Prerequisites: SWK 521.

This course examines a variety of social work practice modalities in direct work with children, adolescents, and their families. Assessment and inter-ventive skills are studied as they pertain to the special problems related to life conditions and events affecting children and adolescents. The societal and

organizational context which frames the service delivery system for children and adolescents will be explored.

SWK 729 Selected Issues in Social Work Practice With Older Adults 3 credits
Prerequisite: SWK 521.

This course examines critical issues related to social work practice with older adults and their families. It encompasses individual counseling and therapy, support group, psycho-education, research models, service delivery systems and relevant state, federal and international policies. Topics include biological, psychological, sociological, economic and spiritual perspectives with emphasis on contemporary problems and issues experienced by older women and men.

SWK 737 Social Work Practice with Gays, Lesbians, Bisexual and Transgendered Persons 3 credits
Prerequisites: SWK 521.

This course provides an overview of issues relevant to social work practice with gay men, lesbians, and significant people in their lives. Topics include societal context, discrimination and homophobia, the history of psychiatric diagnosis and homosexuality, the "coming out" process and its impact on the self and family members, gay and lesbian parenting, and working with people with AIDS and chemical dependency.

SWK 738 Social Work and the Law 3 Credits
Prerequisite: SWK 521.

This course will examine the practice of Social Work in the legal context. Law encompasses the fabric of our social relationship and as such the course will explore the ways in which social work can impact the legal system. The course will provide familiarity with legal processes, legal research and analysis, and an understanding of how individuals and families are impacted by the legal system.

SWK 741 Child Abuse and Neglect 3 credits
Prerequisite: SWK 521.

This course provides an overview of the social problem of child abuse and neglect. A multi-systemic approach to the recognition, understanding and amelioration of child mal-treatment is offered. Various models of prevention and inter-vention services for abused and neglected children and their families are explored.

SWK 748 Legislative Activities and Community Processes 3 credits
Prerequisite: SWK 521.

This course addresses social work and its relationship to legislative activities and community action. It focuses on the development of a critical perspective on political processes as they relate to the mission and functions of social work. The role of social worker as advocate and lobbyist is explored via experiential learning in Albany. Current legisla-tive issues and their implications for the field of social work are assessed.

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SWK 777 Families with Substance Involved

Members: Assessment and Treatment 3 credits
Prerequisites: SWK 780 and 727.

This course focuses on advanced clinical practice with families who have substance involved members. It emphasizes diagnostic and interventive techniques and examines the treatment of children growing up in addictive homes, assisting the family with the process of recovery, the dynamics of family addiction, and family history of violence and trauma with particular attention to sexual, physical and emotional abuse.

SWK 788 Social Work Practice with Immigrants and Refugees

3 credits

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

SWK 798 Special Topics Course

3 credits

SWK 799 Independent Study

1–3 credits

Topics for independent study are developed by the student in consultation with his or her faculty adviser. The student is responsible for securing a faculty member to supervise the independent study, the approval of the sequence chairperson in which the study is undertaken, and the permission of the Dean of the School of Social Work.

Selected SWK 800-level courses are open to M.S.W. students as electives. Permission of the course instructor and director of the doctoral program are required.

D.S.W. Courses

SWK 810 The Epistemological Bases of Social Work Knowledge

3 credits

This course is aimed at encouraging students to think critically about the nature of social work, its knowledge base, its means of developing knowledge, its theories and practices, and its belief systems and value bases. The course begins with an exploration of some major themes in philosophy, logic, epistemology, and aesthetics. It is followed by an attempt to compare and contrast various ways of knowing and varied pathways to knowledge generation. Abstract ideas such as concepts, theories, models, metaphors, and paradigms are used to enable students to advance their understanding of the nature of social work knowledge.

SWK 811 Social Work Education: Issues and Processes

3 credits

This course prepares students to assume roles as social work educators. It examines the forces affecting the historical development of education for social work, contemporary

issues and challenges, and theoretical perspectives on the teaching of professional practice. Emphasis is on the knowledge and skills needed for developing curriculum, classroom management and effective, creative teaching.

SWK 842 Analysis of Social Work Practice Models and Theories of Personal Development

3 credits

The purposes of this seminar course are to facilitate comprehension of the functions and characteristics of theory for social work practice and to develop a capacity to critically assess these theories and models. Relevant theoretical models of direct practice and human behavior are comparatively analyzed, and historical contexts and contemporary issues explored.

SWK 843 Social Work Practice with Individuals:

A Critical, Integrative Perspective

3 credits

This course examines advanced social work practice with individuals. Psychodynamic, object relations, and cognitive behavioral approaches are presented as examples of the broad array of approaches available. Building on the ideas presented in SWK 842, the course stresses an integrative perspective, critical thinking and reliance on research and theory. Discussion of students' practice permits evaluation of the relevance of various approaches for social work clients of diverse ethnicity, income, gender, age, and sexual orientation.

SWK 844 Program Development:

Theory and Practice

3 credits

Critical examination of programming models drawn from a range of disciplines is intended to enhance students' ability to identify social problems and to design and implement effective solutions to these problems. In developing solutions or interventions, students are required to scrutinize the interventions they have employed in their practice, to consider a number of alternatives, and to choose solutions based on the best available knowledge of their effectiveness.

SWK 845 Comparative Perspectives on Social Provision

3 credits

This course examines the origins, development and future of social provision and the welfare state in Europe and North America from a variety of perspectives—feminist, cross-national, political, and techno-economic. Students are encouraged to deepen their understanding of past and present issues in a specific area of social policy (e.g., health, housing, elderly, child welfare) and become knowledgeable about social provision in a country other than the United States.

SWK 846 Social Work Practice with

Families: Theory and Research

3 credits

This course seeks to broaden and deepen students' understanding of the knowledge base of social work practice with families and their ability to develop a research agenda about this practice informed by diverse schools of thought. The focus is on a comparative analysis of conceptual frameworks for understanding family dynamics and dysfunction, practice models derived from these frameworks with special emphasis on cutting edge approaches and on principles, issues and strategies of developing research based on these frameworks.

SWK 848 Social Work Practice with Groups:**Theory and Research**

3 credits

This course focuses on the ability to conceptualize, analyze and synthesize the application of a range of theories, models and research to social group work. To that end, selected readings, interviews with group practitioners, class discussions and video and oral presentations are utilized as pedagogical methods. Informed by domestic and international knowledge, students develop for their final assignment a written proposal for a community prevention or intervention group concerning an at-risk population of their choice.

SWK 849 Mental Health and Women:**International Policy and Practice Issues**

3 credits

This seminar focuses on the psychological, social and economic conditions of women throughout the world that are associated with their disproportionate risk of mental illness. Although the nuances of their experience vary, women are at higher risk regardless of country, region, culture, ethnicity, or class. Students will acquire comprehensive policy and practice analysis capabilities for the domestic prevention of mental illness and promotion of mental health, utilizing global knowledge transfer when applicable. All work will be founded on human rights principles applied to women across diverse cultures.

SWK 850 Comparative Approaches to Social Work Research: Quantitative

3 credits

Prerequisite: successful passing of prerequisite Research and Statistics Exam.

This course focuses upon quantitative methods of social work research. Emphasis is on problem formulation, hypothesis formation, sampling, instrumentation, and data collection. Various approaches and methodologies are discussed.

SWK 851 Methods of Data Collection and Analysis

3 credits

Prerequisite: successful completion of SWK 850.

This course focuses on the interaction between statistical concepts, research design, and the practice of data analysis. Topics include levels of measurement, sampling distributions, research design, analysis of variance, multiple and partial correlation, and computer analysis of data. Students use an existing data base to carry out computer analysis of data.

SWK 853 Research Seminar in Social Work

3 credits

The focus of this seminar is on implementing the research proposal, including pretesting measuring instruments; selecting and securing the cooperation of a sample; the preparation of a data collection package; the collection of data, analysis, presentation, and interpretation of data; and the writing of a dissertation. Students will work on their own individual projects. The instructor discusses general issues of proposal implementation and will provide feedback to students regarding their individual implementation efforts.

SWK 854 Seminar on Proposal Development (formerly SWK 852)

3 credits

Prerequisite: successful completion of SWK 850.

This seminar is directed toward the development of an individual research proposal. Issues of justification of the problem, conceptual rationale for the hypothesis, measurement of variables, sample selection, instrument construction, and data collection are considered. The student will deal with these issues in the context of a concrete research proposal. The culmination of the semester's work will be a tentative research proposal.

SWK 860 Social Work and Social Science

3 credits

This course is designed to broaden and deepen students' knowledge of social science theory with particular relevance to social work. New frontiers in theory development are examined. The course is performed interdisciplinarily.

SWK 880 Writing for Professional Publication

3 credits

This course is concerned with the development of cogent ideas and convincing arguments, culminating in the production of scholarly manuscripts that all students submit for publication as a requirement of the course. The politics of publication is discussed, as are the uses and abuses of ideas in the context of professional writing.

SWK 882 Comparative Approaches to Social Work Research: Qualitative

3 credits

This course focuses on understanding epistemological and methodological aspects of qualitative research. Issues and challenges in the process of planning and conducting qualitative research are discussed. Drawing on diverse traditions, the course identifies and examines strategies for addressing these issues and challenges.

SWK 898 Special Topics Course

3 credits

VIII

ADMISSIONS

Admissions

Admission to Graduate Study

General Requirements for Admission

Applicants must hold a baccalaureate degree from a regionally accredited college or university. The following supporting documents should be submitted to the Office of University Graduate Admissions, Levermore Hall 114:

1. Completed and signed application for admission and \$50 application fee.
2. An official transcript or transcripts 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 or APIEL score.

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 Admissions
Levermore Hall 114
Adelphi University
Garden City, NY 11530
(516) 877-3050

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 particu-

lar 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.

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 higher degree are classified as non-degree special 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, such students must file a nondegree application form and present evidence of a baccalaureate degree. Entry to certificate and diploma programs may require evidence of additional credentials.

Students who are teachers and wish to meet state certification requirements but who do not plan to become degree candidates are also admitted with nondegree status.

Nondegree special 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 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 scores;
3. Transcripts from all institutions previously attended;
4. Total of 550/213 or better (587/240 for Master's in Social Work) on the Test of English as a Foreign Language (TOEFL), or the completion of ELS Language Center's Level 213;
5. Translated descriptions or syllabi of courses taken;
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.)

EXPENSES AND
FINANCIAL AID

Tuition and Fees

Tuition and Fee Policy

The Office of Student Financial Services must be consulted for the current tuition and fees schedule. Tuition and fees are payable either by mail or in person at the Office of Student Financial Services, by phone with Mastercard or Visa, or via the Web at www.adelphi.edu. Checks and money orders should be made payable to Adelphi University. All payments will be applied to past-due balance first.

Charges billed by the University are outlined below. Students, however, should plan 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.

The following tuition and fee policy pertains to the 2004–2005 academic year. The Board of Trustees of Adelphi University reserves the right to change this tuition and fee schedule without prior notice.

Tuition and Fee Rates*

2004–2005

Academic Year

Graduate, Full-Time

Social Work and Education STEP (12 or more credits per semester) Tuition and University Fees (\$500 nonrefundable)	\$20,300
Communicative Disorders (12 or more credits per semester) Tuition and Fees (\$500 nonrefundable)	\$21,000
Gordon F. Derner Institute of Advanced Psychological Studies (IAPS)	\$25,200

Graduate, All Other Programs

Tuition, per credit hour	\$615
Tuition, per credit hour (Communicative Disorders 1–11 credits per semester)	\$635
Tuition, per credit hour (IAPS—1–11 credits per semester)	\$730
University Fees (nonrefundable) 1–6 credits	\$400
7–11 credits	\$500

University Fees

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

Other Fees and Charges

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

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

*Please Note: Check www.adelphi.edu for updated information.

Payment Policy

Tuition and fees are payable in full at the time of registration. Students preregistering for the fall and spring semesters will be billed in July and December, respectively. Students are responsible for all charges regardless of billing. Students are required to notify the Office of the Registrar of their appropriate billing address and to contact the Office of Student Financial Services if bills are not received. Payments must be made in accordance with University policies, whether or not bills are received.

Deferred Payment Plan—Students may elect a deferred payment plan for each semester whereby one-half of the balance plus a \$50 deferred payment plan fee is due at registration. The final payment is due on October 15 or March 15.

Monthly Payment Plan—Many students have indicated a preference to pay on a monthly basis. Adelphi offers the Academic Management Services (AMS) Budget Plan, which provides for payment in monthly installments as an alternative. Information on this plan is mailed to all students before each semester and can also be obtained in the Office of Student Financial Services.

Late Payment Fees—All tuition and fee charges are due at registration unless 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. University policy precludes the use of any current financial aid for payment of past-due charges.

Late Payment Fee

Fall Semester

Payment after August 1	\$50
Payment after October 15	\$25
Payment after October 31	\$100

Spring Semester

Payment after January 6	\$50
Payment after March 15	\$25
Payment after March 31	\$100

Tuition Refund Policy

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 upon 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 action is taken.

All refunds from credit balances must be requested in writing each term 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 administrative fee.

Students enrolled in courses that meet for fewer than 10 weeks will receive 100% credit for courses dropped prior to the first day of class. Students dropping courses during the first week of class will receive 75% credit. After the first week of classes there is no refund.

Students who have paid their bill with MasterCard/Visa will receive as their refund a charge back to their credit card.

Refund Schedules

Title IV Recipients

Effective Fall 2000, Adelphi University will adopt a new refund policy that conforms to the updated version (Section 668.22) of the Higher Education Amendments of 1998. In accordance with federal regulations, students who withdraw entirely from all classes at the University and have Federal Title IV financial assistance (Federal Stafford Loan, Federal Parent Loan for Undergraduate Students, Federal SEOG, Federal Perkins Loan, or Federal Pell Grant) that has been credited or could have been credited to their account, will be subject to both Federal Policy regarding the possible return of Title IV funds awarded and Adelphi University's policy regarding the possible return of institutional aid awarded. Furthermore, the amount of refundable institutional charges (and/or possible reduction of outstanding balance) will be set by school policy.

The federal government and the School policy will be similar regarding the amount of Student Aid that may be retained (for related school expenses). Only that amount of the semester's aid that has been earned (as a result of the pro-rated amount of time the student has been in school for that semester) will be eligible for retention on the student's behalf. Any aid that is not earned must be returned to its source. (The amounts to be returned to federal programs will vary based upon the type of program, the total amount to be returned, and the government's determination of the order in which aid is returned to the programs.) If there is a student account balance resulting from these adjustments, the student is responsible for payment.

The order of return of Title IV funds at Adelphi University is as follows:

- Unsubsidized Federal Stafford loans
- Subsidized Federal Stafford loans
- Federal Perkins loans
- Federal PLUS loans
- Federal Pell Grants
- Federal SEOG Grants
- Other Title IV programs

Sample worksheets for the calculation are available in the Office of Student Financial Services upon request.

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:

Full/partial drop/withdrawal prior to the first day of the semester	100% refund
Full/partial drop/withdrawal by the end of the first week	90% refund
Full/partial drop/withdrawal by the end of the second week	50% refund
Full/partial drop/withdrawal by the end of the third week	50% refund
Full/partial drop/withdrawal by the end of the fourth week	25% refund
Thereafter	No refund

Appeals

An appeals committee exists for students and parents who feel that individual circumstances warrant exceptions from published policies. Any written requests for appeals should be directed to the committee's coordinator. The address is:

Kay McGuire
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 federal aid programs, state grants, and scholarship and fellowship programs.

Financial assistance is any grant, scholarship, loan, or employment opportunity that is offered to an enrolled or prospective student with the express purpose of helping the student meet educational expenses.

The amounts and types of financial assistance that a student receives are determined by the eligibility of the applicant for each program. The combination of these various awards is commonly referred to as the “financial aid package.”

The University expects each student to have knowledge of the information presented in the Undergraduate Bulletin and appropriate Directory of Classes.

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 any 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, income discrepancies, or financial circumstances.

The University further reserves the right to make proportionate adjustments in campus-administered financial assistance if federal or state funding to the University changes.

Students who withdraw from the University before the end of an academic term may be required to repay a portion of their financial assistance.

Application Procedure

The completed FAFSA must be filed with the federal government as soon as possible after January 1 of each academic year.

Students currently enrolled are required to reapply for financial assistance each academic year.

Financial Assistance Programs

Assistantships

A limited number of graduate assistantships are available to qualified graduate students. Assistantships are awarded on the basis of 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.

Adelphi University Scholarships

Adelphi University offers scholarship opportunities to graduate students pursuing graduate degrees in Business or Social Work. Contact the School of Business or the School of Social Work for more information.

Federal Stafford Loan

A Stafford loan is a low-interest loan available to students enrolled in a minimum of 6 credits per semester. These loans are made by a lender such as a bank, credit union, or savings and loan association and are guaranteed by the federal government. Depending on the need of the student as calculated by the Department of Education, these loans are either made on a subsidized basis, where the federal government pays the interest during the enrollment period, or an unsubsidized basis, where the student is responsible for such interest. The maximum loan amount for a graduate student is \$18,500. The current interest rate (as of July 1, 2004) is 3.51%. Repayment of the loan begins six months after the student ceases to be enrolled at least half time.

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.

Pathways to Teaching Scholarship

Pathways to Teaching is an Adelphi University scholarship program funded by a Federal Teacher Quality Enhancement grant through the U.S. Department of Education. This scholarship is offered to qualified and motivated undergraduate and graduate students who are seeking teaching certification in secondary mathematics and science. Interested applicants must complete a Pathways to Teaching application and submit it along with all required documentation. Contact Rafael A. Negron at (516) 877-4063 or email negron@adelphi.edu for an application or for more information. The scholarship covers up to 15 credits of tuition.

New York State Aid Programs

Tuition Assistance Program (TAP)

New York State awards grants to New York residents attending New York schools. Grants range from \$75 to \$550 and are based on the total family income. Students must be enrolled full time (12 or more credits per semester) to be eligible.

TAP applications will be generated by New York State after the student's FAFSA form has been processed. Applications are mailed to the student beginning in April each year. The TAP application must be completed and returned to New York State for processing before a student's eligibility can be determined. For further information please contact: TAP Unit 888-697-4372. Adelphi University's School Code is 5000.

New York State Scholarship 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.

Vietnam Veterans Tuition Awards

Vietnam Veterans Tuition Awards (VVTA) provide up to \$1,000 per semester for full-time study or \$500 per semester for part-time study to Vietnam veterans matriculated in a graduate degree-granting program.

Persian Gulf Veterans Tuition Awards

Persian Gulf Veterans Tuition Awards (PGVTA) provide up to \$1000 per semester for full-time study or \$500 per semester for part-time study to Persian Gulf veterans matriculated in a graduate degree-granting program.

Regents Professional Opportunity Scholarship

New York State residents attending, or planning to attend, a New York State college as an undergraduate or graduate student pursuing a career in certain licensed professions may be eligible for an award from the Regents Professional Opportunity Scholarship Program.

Selection priority is given to: (1) Those who are economically disadvantaged and who are members of a minority group that is historically underrepresented in the chosen profession; (2) Those who are members of a minority group that has been historically underrepresented in the chosen profession; (3) Graduates of the following opportunity programs: SEEK, College Discovery, EOP, or HEOP.

Awards range from \$1,000–\$5,000 per year.

Award recipients must agree to work one year for each annual payment received. Employment must be in the studied profession and must be in New York State.

Contact NYS Education Department in the fall prior to the academic year for which you are applying, for the application deadline.

For further information contact:

NYS Education Department
Bureau of College, School, and
Community Collaboration
Cultural Education Center, Room 5C64
Albany, NY 11230

Other Assistance

Several lenders offer credit based “alternative loans” for students who need to borrow above the Federal Stafford loan limits. For these alternative loans, students may borrow up to their total cost of education, less all other financial aid that they are receiving for the loan period. The features, eligibility, and repayment requirements for these alternative loans vary depending on the program. To find out more about them, contact the Office of Student Financial Services at (516) 877-3080. Following is a list of available alternative loan programs:

Loan Program	Lender
1. CitiAssist	Citibank
2. Signature Student Loan	Sallie Mae Affiliated Lenders
3. Teri Loan	Multiple Lenders
4. Key Alternative Loan	Key Bank, USA
5. Campus Door Loan	College Loan Corp.

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, whether from Adelphi or from outside sources, Adelphi reserves the right to adjust the award.

In addition, the Office of Student Financial Services should be notified of any change to the student’s financial situation after the completion of the FAFSA that the student believes could affect the student’s eligibility for assistance.

Adjustments to student’s financial assistance award may be made at the discretion of the Office of Student Financial Services. Some common reasons for adjustments are change in budgets (for example, if the student moves from University housing to private housing), documentation of incorrect income and asset information, change in student’s circumstances, awarding of outside or academic scholarships, or any other change in information that in the opinion of the Office of Student Financial Services justifies a change in the financial assistance awards.

Students receiving scholarships that exceed the cost of tuition may be subject to federal income tax on the amount by which the award exceeds tuition. We recommend students check with their tax consultant for further information.

Foreign Students

Federal and state financial aid programs are limited to U.S. citizens and resident aliens (persons with Form I-151, also called a “Green Card”).

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.

RULES AND
REGULATIONS

University Regulations

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 six graduate schools abide by additional specific regulations, protocols, and procedures consonant with their missions, and curricula.

The *Graduate Bulletin* is the chief source of information on the academic regulations, protocols, and procedures of both the University and its graduate schools. University academic regulations, protocols, and procedures pertaining to graduate study are set forth below. The specific regulations of the six individual graduate 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 their department chairs, then the dean of their schools, and finally the Office of the Provost, the University agency charged with oversight of the entire academy.

Federal and state regulations are not subject to petition.

Student Code of Conduct

As members of an educational community, students are expected to behave responsibly, appropriately, and civilly toward all persons with whom they interact. In addition, students are expected to abide by all University rules, regulations, and policies. The Code of Conduct describes the University's standards and expectations for the behavior of its students. The Code requires that students comply promptly with the directives of Adelphi employees who are acting in accordance with their authority as officials of

the University. Failure to comply could result in suspension from the University. All students are expected to read and adhere to the letter and spirit of the Code of Conduct.

Violations of the Code of Conduct are handled by the Student Judicial Officer. According to the Adelphi Honor Code, all matters of academic misconduct are adjudicated under the policies that govern the University Honor Code. Inquiries may be made to the Committee for Academic Honesty through the Office of the Provost (516) 877-3160. The Code of Conduct is published by the Dean of Student Affairs. For questions or more information, contact the Office of the Dean for Student Affairs, University Center, room 106, (516) 877-3660, students.adelphi.edu/sa/dean.

Academic Integrity

Adelphi University demands the highest standards of academic integrity. Proper conduct during examinations, the proper attribution of sources in preparation of written work, and complete honesty in all academic endeavors is required. Submission of false data, falsification of grades or records, misconduct during examinations, and plagiarism are among the violations of academic integrity. Students who do not meet these standards are subject to dismissal from the University (see Honor Code in Adelphi's *Guide to Student Life* or <http://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.

Attendance

Only students who have been registered by the Office of the Registrar may attend courses at the University. Adelphi students make a commitment to be active participants in their educational program; class attendance is an integral part of this commitment. *Attendance requirements for each course will be announced by the faculty member at the beginning of each term.* Students are expected to be present promptly at the beginning of each class period, unless prevented by illness or by other compelling cause. Students are responsible for completing course work missed through absences. Students should wait a reasonable length of time for an instructor in the event that the instructor is delayed.

The Academic Calendar

The Academic Calendar consists of two semesters (fall and spring), approximately 15 weeks each, and two summer terms, five weeks each. Graduate students may register during the several registration periods. Adelphi University does not schedule classes on Labor Day; Rosh Hashanah; Yom Kippur; Thanksgiving; Christmas; New Year's Day; Martin Luther King, Jr., Day; Memorial Day; and Independence Day. The University recognizes that there are other holidays, both secular and religious, which may be observed by individuals or groups on campus. Students who wish to observe such holidays must so inform their instructors within the first two weeks of each semester so that alternative arrangements convenient to both students and instructors can be made.

Deadlines

Every semester graduate students have sufficient opportunities to reconsider, for a period of time, their selection of courses. The Academic Calendar (which can be found in the front of this *Bulletin*) sets forth the specific deadlines for decisions about, and adjustments to, their registration. This includes adding and dropping courses, changing grading options, and with-

drawing from a course. Meeting academic deadlines are the student's responsibility.

Registration

Registration is the process by which the Office of the Registrar certifies the enrollment of students in courses of study. This course enrollment also grants the privileges associated with services available at the University. Registration instructions are published by the Registrar every semester in the *Directory of Classes*. Registration materials are mailed, by the Office of the Registrar, to eligible students. The *Directory of Classes* is available at the Registrar's Office, Levermore Hall lower level or on-line at www.adelphi.edu.

All students intending to enroll in graduate courses for a given semester must register with the University Registrar during the official registration period preceding the opening of each semester, and announced in the Academic Calendar, which appears in this *Bulletin*.

To register, students must consult the current issue of the *Directory of Classes*, or Adelphi's online *Course Search*, which lists the courses being offered and describes the procedures, terms, and conditions of registration.

During the registration period, students must report directly to their academic advisers for advice and endorsement of their programs. A preprogramming period is held toward the end of each semester, during which currently enrolled students may, by appointment with their academic advisers, select their programs in advance for the following semester.

There are several ways to register at Adelphi:

Priority registration begins in late fall and spring and continues until the first day of classes. It is an opportunity for students to select the courses in which they wish to enroll the following semester.

Late registration begins on the first day of the semester. Admission to a graduate course is not possible after the second meeting of any class. See the "Academic Calendar" section in this *Bulletin*.

Eligibility

Only eligible students may register for courses of study at Adelphi. Eligible students are those who:

- have been admitted to the University by the Office of Admissions (see section titled “University Admissions Policy”);
- have met all their financial obligations to the University;
- have enrolled the previous semester and have not been dismissed, suspended, expelled, or withdrawn from the University;
- have provided the University with proof of compliance with New York State immunization requirements (see section titled “Admission Credentials”).

Only students who have been cleared by the Office of Student Financial Services and who are officially registered for a course as of the end of the second week of the semester shall be eligible to receive a grade for that course. No grades will be issued to students who violate this policy.

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 by mail for continuous matriculation during each semester of the academic year until they have completed degree requirements.

Changes in the Registration Program

After the registration periods end, students may make four kinds of changes to their registration: adding courses, dropping courses, changing the grading option, withdrawing from courses. Forms to initiate these changes (Action Request) are obtained from, and returned to, the Office of the Registrar. These options are described elsewhere in this *Bulletin*. Deadlines to effect these changes are clearly set forth in this *Bulletin*, in the *Directory of Classes*, and elsewhere.

Changes of program must meet with the approval of the adviser, chair, and dean of the pertinent degree program.

Records

Adelphi recognizes two kinds of student records. *Directory information* includes student's name, school, class, major, participation in officially recognized sports, height and weight of athletes, dates of attendance, degrees, honors, and awards received. Educational records are governed by the Family Rights and Privacy Act (FERPA) and are maintained by several offices within the University. To review this specific “date-sensitive” information, please refer to the current *Directory of Classes* or to <http://ecampus.adelphi.edu/registrar/ferpa.php>.

Access to Records

Directory information may be released to anyone without the consent of the student unless the student has requested in writing to the Registrar that this information not be released. Forms for such requests are obtained from, and returned to, the Registrar. Academic records may not be released without the prior written consent of the student. Access to records is protected by the Family Education and Privacy Act. The Offices of Academic Services and Retention, Student Affairs, Student Financial Services, and the Registrar may, for cause, withhold the academic records of students or discontinue their course registration.

The Transcript

The transcript lists the complete academic record of students. Students may obtain a copy of their transcript from the Registrar by completing a request form. There is a charge per transcript. An *official transcript* is one that bears the seal of the University and the signature of the Registrar (\$10). *Unofficial transcripts* are given to, or sent directly to, students and carry the notation UNOFFICIAL COPY. *Transcripts will not be issued for students who have failed to meet their financial obligation to the University.*

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 five years (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) 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.

Certification of Candidacy for the M.A., M.S., M.B.A., M.S.W., Ph.D., D.A., or D.S.W. Degree

When students have completed all requirements for the degree except the thesis or dissertation research, thesis seminar courses, and the final examination or the thesis or dissertation, the chairs of the students' departments notify the offices of the deans. The deans then notify these students that they have been certified as candidates for the appropriate master's or doctoral degree.

Standard Number of Credits

A full-time course load is ordinarily defined as 12 credits per semester. For purposes other than V.A. financial benefits, candidates for a degree who are carrying fewer than 12 credits but are engaged in thesis or dissertation research or fieldwork, or are preparing for language, oral, preliminary, or comprehensive examinations, may be classified as full-time students at the discretion of the dean of the pertinent school. Under certain conditions, a research or teaching assistantship may be considered part of the minimum full-time load.

The maximum academic load per semester for part-time students engaged in full-time employment, or students enrolled in summer session courses, is 6 credits. Any exception to this policy must be approved in advance by the dean of the pertinent school. Exceptions may be made only when a student has given evidence of superior academic achievement.

Advanced Standing and the Transfer of Credits from Another University

The transfer of graduate credits earned at another university is allowed only for appropriate courses completed with a high level of achievement (B or higher) within five years preceding the date of admission as a graduate student at Adelphi University. The Derner Institute for Advanced Psychological Studies allows no credit

for advanced standing. Credit for courses with a grade of C or lower are not transferable.

Students must initiate requests for such transfer credit when they matriculate for a graduate degree. Requests should be filed with the offices of the deans. Evaluation of advanced standing is recommended to the deans by the department in which a student wishes to study.

Information About Courses

Courses are listed by prefix, number, and title in the sections of the *Bulletin* entitled “Courses of Instruction.” For a list of current course offerings, students should consult the *Directory of Classes*, or on-line *Course Search* published by the Office of the Registrar each semester and for the summer terms.

Cancellation of Courses

The University reserves the right to cancel any course.

Course Policies and Practices

Course policies and practices are made explicit each term in the 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 with the dean. Students planning to take advantage of advanced technology (e.g., recorders, lap tops) 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.

Note: *The School of Education expects all students enrolled in 8-week cycle courses to attend every session in order to receive course credit. Under extenuating circumstances, instructors may allow one excused absence.*

Course Prefixes and Numbering System

Every course offered has a three-letter prefix as well as an associated department number. In Arts and Sciences and Business, the course prefixes are normally the first three letters of the name of the major or area (BIO for Biology, ACC for Accounting, for example), or the prefix may combine other significant letters (MGT for Management, for example). The other schools use single prefixes for all their courses. NUR for Nursing, SWK for Social Work.

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. No record of audit shall appear on a transcript unless a student attends 75 percent of the classes.

Adding Courses

Students who wish to add a course to their program after the initial registration, must complete an Action Request form, including appropriate approval. Students are advised that there is a fee for courses added and that there may be additional tuition charges.

Dropping Courses

Students may drop a class within the first four weeks of the semester. Students who wish to drop a course from their program after the registration periods must complete an Action/Request. Students are advised that there is a fee for each course dropped. Dropped courses will not appear on the transcript.

Repeating 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.

Withdrawing from Courses

Withdrawals from courses are possible after the deadline to drop courses but no later than Friday of the ninth week of the semester, the third week of a summer term, or the second week of a one-month term. Students who wish to withdraw from a course must complete an Action Request including appropriate signatures of academic approval. Withdrawals from courses appear on the transcript as a W.

Nonattendance in a course does not constitute an official drop or withdrawal from a course. The student's failure to drop or withdraw properly from a course does not preclude the instructor from submitting a grade for the student on the basis of the work previously submitted.

An instructor may request the dean of the appropriate academic unit to withdraw a student from a course because the student's behavior disrupts the conduct of the course. Students

have the right to appeal such withdrawals with the Office of the Provost.

Academic Assistance for Students with Disabilities

Graduate students who have a documented disability may be eligible for reasonable accommodations, academic assistance, or academic adjustments. Students who need any form of academic assistance must contact the Office of Disability Support Services. Reasonable accommodations are determined individually by the Office according to documented need. Some of the more typical accommodations are: extended time testing, distraction-reduced test environment, readers and/or scribes for exams, note-takers, books on tape, alternative format textbooks and class materials, sign language interpreters for students who are deaf or hard-of-hearing, and handicapped parking permits. In addition, assistive technology is available for students with disabilities (for example, Kurzweil Reading Machine, Braillewriter, and speech recognition computer software). The Office of Disability Support Services also arranges for such accommodations as: modified residence hall facilities, accessible classroom seating, and classroom relocation to accessible sites.

To apply for accommodations, the student must complete the Petition for Reasonable Accommodations and Academic Adjustment form, the Consent for Release of Information form, and provide recent, valid disability documentation from a qualified professional. Guidelines for disability documentation are available at the Office of Disability Support Services.

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

Final Examinations

Final examinations are an important part of the institutional program and a gauge of course achievement. Finals for fall and spring semesters are held at the close of the semester. Examination times are scheduled by the Registrar and announced in the *Directory of Classes*. Instructors indicate their final examination requirements on syllabi or announcements distributed during the first week of class. If a course does not require a final examination, appropriate course-related activity will be substituted at the scheduled time during finals week. Classes may not meet at other times during finals week without written consent of the appropriate academic dean.

Final examinations for summer courses are normally held during the last regularly scheduled class meeting.

Students are advised that:

- No final examinations will be administered to an individual or group before the last official class meeting;
- No instructor may increase the time allowed for a final examination beyond the scheduled two hours;
- 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 office of the appropriate academic dean;
- Postponed examinations may be requested only by students who are seriously ill or who have more than two examinations in one day;
- Postponed examinations will be held only during the first week of the following term;
- Instructors must offer a make-up examination to all students who were excused from the final examination because of illness or because of conflict with other examinations;
- All students must be allowed to see their graded finals;
- Access to graded finals should be ensured for a period of one semester after the examination was completed;
- Completed and graded finals may not be left in public places for retrieval by students.

Grades

Grades represent the instructor's evaluation of student competencies and course performance. Grades assigned by Adelphi instructors conform with University standards, policies, and procedures. Each instructor will inform students of applicable grading standards for a course. Students may review the material submitted to the instructor for evaluation, such as that student's papers and examinations. At the end of each semester, grades are given in semester courses. Instructors submit grades to the University Registrar at the end of each term. Grades are mailed to students by the Registrar after the close of each term, provided they have no outstanding financial obligations with the University.

Grading System

Adelphi has a letter grading system. Passing grades for graduate students, in rank order, are A, B, C, and P (Pass). Failing grades are designated with F*. Other designations include:

What Grades Signify

Letter Grade	Quality Range	Grade Points (per credit hours)
A+	Superior mastery of facts and principles; clear evidence that	4.0
A	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	3.3
B		3.0

B-	stated course objectives and requirements were met by the student.	2.7
C+	Average mastery of facts and principles; some evidence that	2.3
C	stated course objectives and requirements were met by the student.	2.0
C-		1.7
F	No mastery of facts and principles; little evidence that stated course objectives and requirements were met by the student.	0.0

* The School of Business does use a grade “D” designation.

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. 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,

$$\frac{45 \text{ Quality Points}}{15 \text{ Quality Hours}} = 3.000 \text{ GPA}$$

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.

Grade Changes

Students who believe their grades are incorrect or unfair should:

- Discuss their course work with the instructor;
- Review with the course instructor the grading policies for the course;
- If still dissatisfied, disputes concerning grades shall be addressed and initially resolved by the chair of the department offering the course;
- If still dissatisfied, students should bring their concerns to the dean of the school responsible for the course;
- Resolutions by the chair or the dean shall be subject to review by the Provost. In the absence of any prior resolution, the Provost may act to resolve grade disputes.

A grade may be changed only if there is unequivocal evidence that it was the direct result of arbitrary and capricious conduct on the part of the instructor, or because of mathematical or mechanical errors in scoring examinations.

Other Transcript Designations

AU (Audit) Students who are auditors register for the course, pay the regular tuition, but do not receive a grade.

I (Incomplete) The 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. *Conditions:* The designation of Incomplete (I) rather than a regular letter grade 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.

- IP The IP grade shall only be used for completion of continuing graduate research and theses.
- W (Withdrawal) is issued by the Office of the Registrar 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.")

Leaves 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. Reinstatement to active degree candidacy after a year's absence requires the payment of a special fee. The Derner Institute of Advanced Psychological Studies rarely grants a second year.

Withdrawal from the University

In cases of withdrawal for other than medical reasons, students should notify the Office of Academic Services and Retention and the dean of the pertinent school in writing without delay. Medical withdrawal from the University should be sought in writing from the Office of Academic Services and Retention. The date of receipt of the written request determines the refunds or financial obligations.

The University reserves the right to request and enforce the withdrawal at any time of a

student whose quality of academic performance or conduct is unsatisfactory.

Withdrawal for Medical Reasons

Students requesting a medical withdrawal must submit the appropriate medical documentation and a letter requesting a medical withdrawal to the Office of Academic Services and Retention. This must be done during the semester for which the leave is requested. Students approved for medical withdrawal will have a credit posted to their account to be applied toward future semesters. **All unused credit will be forfeited after one year of issuance and tuition and fee charges will not be refunded. Students wishing to return after a Medical Withdrawal must submit medical documentation clearing them for return to the Office of Academic Services and Retention.**

Readmission

Readmission to the University is sought in writing from the dean of the appropriate school or college and is subject to the particular readmission policies of that graduate program.

Conferring of Degrees

Degrees are conferred in May, August, or January. The formal conferring of degrees takes place annually at Commencement in May. Students who are awarded degrees in August or January may attend Commencement the following May.

All students *must* apply for graduation. For January graduates, applications must be filed with the Registrar on or before the last Friday in September; for May graduates, on or before the second Friday in October; for August graduates, on or before the first Friday in June. Students who have completed degree requirements but who have not applied for graduation will not receive a diploma nor will the degree be conferred.

Students whose courses do not end by the date of graduation, will 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 nor receive diplomas at the commencement ceremonies. Students in this category may be awarded their degrees and receive their diplomas if the Registrar's Office receives written notification of the removal of the Incomplete grade or grades prior to:

- for May graduates, June 30 of the year of graduation;
- for August graduates, September 30 of the year of graduation;
- for January graduation (February 28/29) of the year of graduation.

Changes in grade, other than Incompletes, received after the official date for the awarding of degrees will be entered on the student's record with the date of receipt and will be computed in the student's grade-point average. 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.

Diplomas

Students who graduate are mailed diplomas certifying that all degree requirements have been met. Adelphi University will not issue diplomas to students who have outstanding financial obligations with the University.

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DEGREE RECIPIENTS

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DAVID KINNUNEN, *Visiting Assistant Professor of Health Studies, Physical Education and Human Performance Science*, B.A., M.P.Ed., Idaho State University; Ph.D. (2003), Michigan State University

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How to Reach the Adelphi Garden City Campus

From J.F.K 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 below 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.

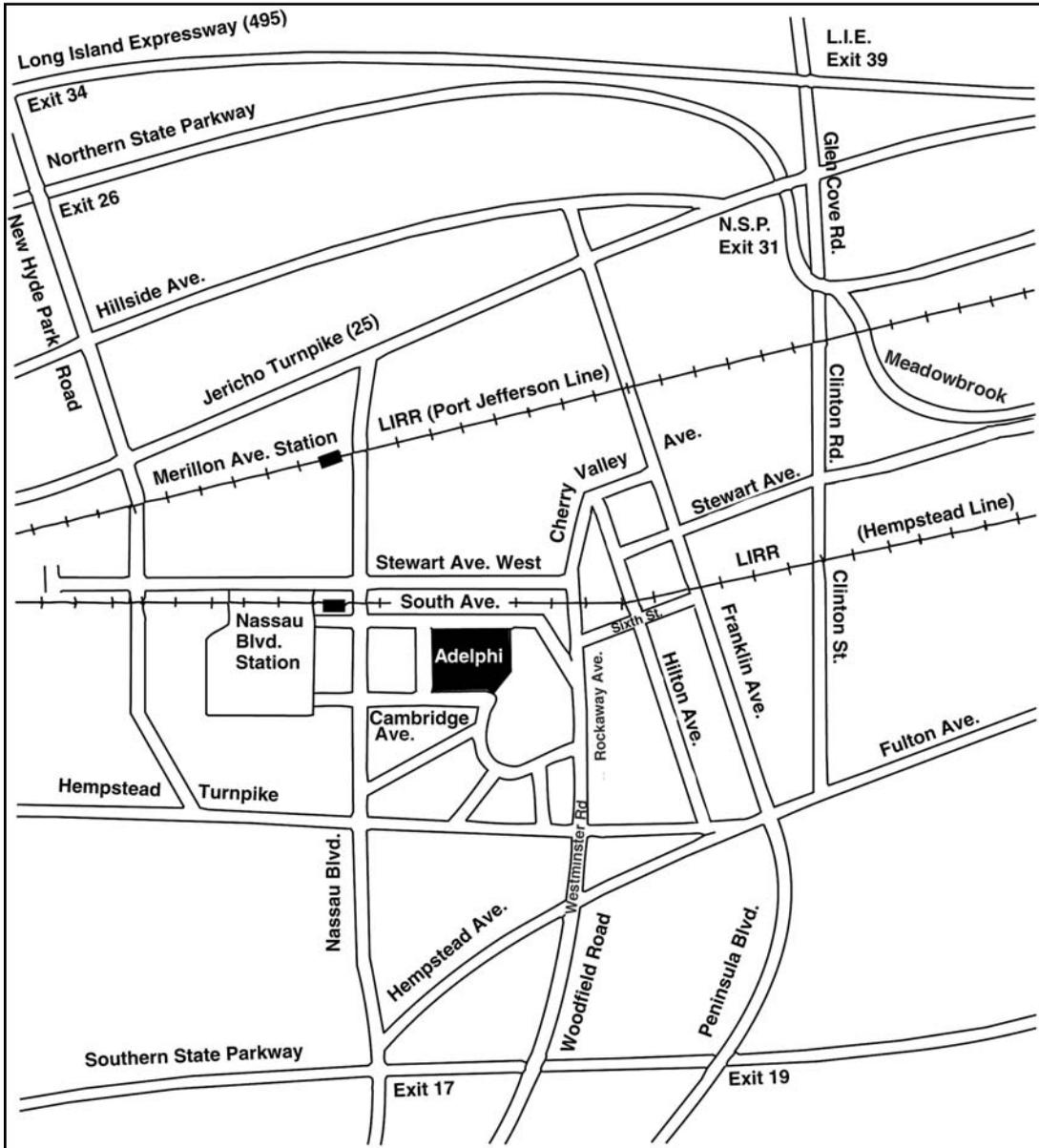
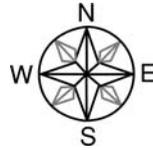
Traveling West - Take the L.I.E. to exit 39 south (Glen Cove Road). Travel south for four miles (the road will change from Guinea Woods Road to Glen Cove Road to Clinton Road). Turn right onto Stewart Avenue, go one mile and turn left onto Hilton Avenue. Turn right onto Sixth Street (immediately after 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.

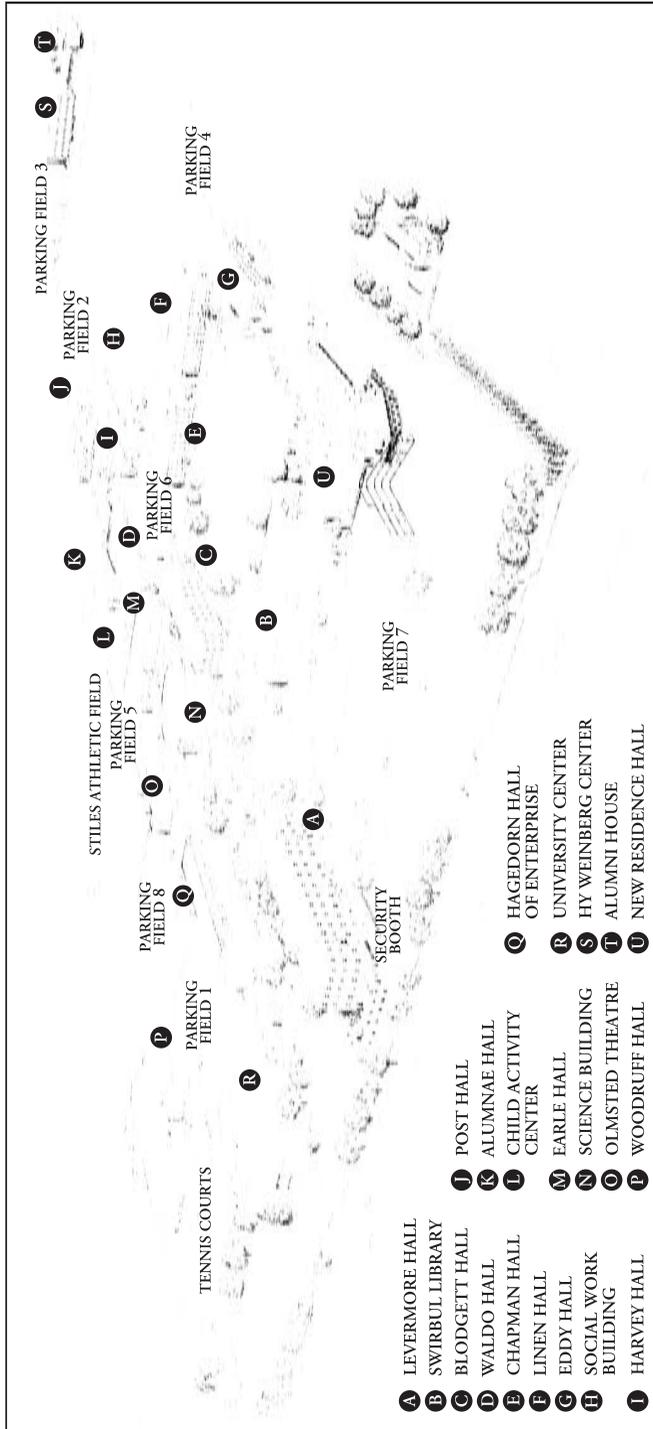
Via the Southern State Parkway - Take the Southern Parkway to exit 17 north (Hempstead Avenue). Continue on Hempstead Avenue traveling north. Make a left at the second traffic light (Nassau Boulevard). Continue north for 2.5 miles to the ninth traffic light. Make a right turn onto South Avenue (immediately before crossing the railroad tracks). The Adelphi campus is on the right.



This map is simplified to show Adelphi University's location relative to major highways and selected streets.

ADELPHI UNIVERSITY

GARDEN CITY, NEW YORK



- A** LEVERMORE HALL
- B** SWIRBUL LIBRARY
- C** BLODGETT HALL
- D** WALDO HALL
- E** CHAPMAN HALL
- F** LINEN HALL
- G** EDDY HALL
- H** SOCIAL WORK BUILDING
- I** HARVEY HALL
- J** POST HALL
- K** ALUMNAE HALL
- L** CHILD ACTIVITY CENTER
- M** EARLE HALL
- N** SCIENCE BUILDING
- O** OLMSTED THEATRE
- P** WOODRUFF HALL
- Q** HAGEDORN HALL OF ENTERPRISE
- R** UNIVERSITY CENTER
- S** HY WEINBERG CENTER
- T** ALUMNI HOUSE
- U** NEW RESIDENCE HALL

Directions to Adelphi University's Manhattan Center

Adelphi's Manhattan Center is located in SoHo at 75 Varick Street, 2nd Floor, New York, NY 10013 at the corner of Varick and Canal streets.

By Subway:

Take the No. 1 or 9 (Seventh Avenue local) train to the Canal Street stop. The stop is right at the corner of Canal and Varick streets. Using the Eighth Avenue subway, take the A/C/E train to the Canal Street stop which is at the corner of 6th Avenue and Canal. Walk two blocks west to Varick Street and one block north to the main entrance. The L train also runs in Manhattan on 14th Street; take it to the 6th Avenue stop and transfer to the No. 1 or 9 trains heading downtown.

By Bus:

The M10 bus stops directly in front of the Center. Connections for the M10 can be made with any intersecting service on Seventh Avenue heading downtown, and Eighth Avenue heading uptown.

By LIRR or NJ Transit:

Take the train into Penn Station, New York, and follow the subway directions above.

By Car:

Adelphi University's Manhattan Center is located on the west side of Manhattan on Varick Street [one way heading downtown (south)] at Canal. Traveling west on Delancey or Houston Streets, make a left turn on Varick Street and head downtown. Traveling on Canal Street, make a right onto Sixth Avenue. Proceed two blocks until Watts Street. Make a left turn, go one block, and make next left onto Varick Street.

Directions to Adelphi University's Hauppauge Education and Conference Center

Adelphi University's Hauppauge Center is located at 55 Kennedy Drive and is off Motor Parkway, just north of the intersection of Motor Parkway and the Long Island Expressway.

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 into Adelphi's Hauppauge Center 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 in Poughkeepsie, New York.

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."