Spotlight: Faculty Teaching at University College

Gordon Welty, Ph.D.

Gordon Welty, Ph.D., left the private sector earlier this year to become a full-time lecturer with Adelphi’s University College. “I will be concentrating on social science topics, including addictions, aging, gender relations, minority relations, and sociology of the family,” he says.

In his initial lectures, Dr. Welty says, “I have tried to facilitate students learning of complex topics through critical thinking activities, engaging them in discussion groups, and hands-on work in computer labs. The aim, he adds, is to help the students “feel confident, competent, and empowered in the learning community of the classroom.”

Dr. Welty hopes the students take away from his lectures “a rich understanding of the way institutions in America have worked and work today, and how people are shaped by those institutions, and how they shape the institutions, in turn.”

In 2007, Dr. Welty began consulting on quality management for the pharmaceutical industry. Earlier, he was manager of good manufacturing practices training at Schering-Plough, and instructional designer and program manager at Eli Lilly & Co. Dr. Welty also has extensive experience in higher education. Before joining Eli Lilly, he was vice chancellor for information technologies at Indiana University Kokomo (IUK). He joined IUK after taking early retirement from Wayne State University, Dayton, Ohio, where he was a professor of sociology and assistant dean for computer services.

When asked the most satisfying part of his university-level teaching career, Dr. Welty says, “I have always enjoyed the intellectual curiosity at the university. I really enjoy talking with adult learners about their careers and aspirations, and hearing their understanding of the world we live in.”

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Like many working adults, it took Marcia Feuer quite a while to get her baccalaureate degree. “It took me 17 years,” including stints in Vermont and at Hofstra University before coming to Adelphi. That’s because, she says, “I had no interest. I didn’t know what I wanted to do.”

In the 1980s, her attitude changed. Ms. Feuer, now director of public policy at the Mental Health Association of Nassau County (MHANC), graduated with a B.A. degree from University College in 1987—when it was known as ABLE (Adult Baccalaureate Learning Experience).

Then married with children, she recalls, “I went back to college for the joy of learning. Being with other older students returning to school who were motivated to learn was energizing to me.”

Again like many working adults, she attended University College on a part-time basis. “The flexible schedule— evenings, Saturdays—worked very well for me,” given her job and family commitments.

But, Ms. Feuer confesses, her career direction was unclear—until she met an adjunct Adelphi professor. This teacher, whose class in English composition she attended for two semesters, took an interest in her, sparked by the fact that “she liked my writing and public speaking skills. She became a wonderful mentor for me.” Chats about the professor’s daughter being a lawyer led Ms. Feuer to become interested in law.

Because of her mentor, Ms. Feuer took Law School Admission Test (LSAT) preparation courses at Adelphi and did well on the exam. After University College graduation (no. 2 in her class), she attended Hofstra Law School, earning her J.D. in 1990.

After stints with a municipal law firm and a real estate firm, Ms. Feuer joined the Hempstead-based MHANC in 1994 as a part-time staff advocate. “I’ve been there ever since,” albeit with a bigger title now, concentrating on children and geriatric mental health advocacy.

Although this position seems like a departure from her background, Ms. Feuer sees a connection. “I didn’t need a law degree for that, but it’s akin to public interest law,” she observes. “Mental health is a social justice issue, given the discrimination against those with mental health problems.”

Ms. Feuer derives the greatest satisfaction from “helping families find their voice and know their rights to help their children, and from being part of the system that recognizes mental health as a legitimate illness.”
Three New Accounting Programs at University College

This fall, University College is launching three new accounting programs in partnership with the School of Business: the Basic Certificate in Accounting, the Postbaccalaureate Certificate in Accounting, and Accounting Continuing and Professional Education (CPE).

Basic Certificate in Accounting

This 30-credit program, which a student should complete in two to three years, depending on the student’s prior academic background. The course work contains basic and intermediate accounting courses, plus some business courses. This certificate should help students gain basic understanding of accounting principles and techniques, start an accounting career, or make a career change in the accounting field. The target audience consists of people with a high school diploma or an associate’s degree, but little or no work experience.

Postbaccalaureate Certificate in Accounting

In this 42-credit program—which a student should finish in two to three years, depending on the student’s prior academic background—the course work contains various basic, intermediate and advanced accounting courses, plus two courses in business law. This certificate should significantly enhance the accounting background of someone seeking to start an accounting career or advance from a lower-level accounting job, and should help students with a bachelor’s degree complete the 150-credit hour education requirement to qualify for the Certified Public Accountant examination in New York and most other states. Both certificate programs are designed for completion by part-time adult learners taking evening courses.

Accounting CPE

The New York State Education Department has approved Adelphi University as a sponsor of Continuing and Professional Education (CPE) courses in accounting, auditing, and taxation. At present, Adelphi offers only certain regularly scheduled graduate courses in accounting as CPE offerings. Developed and approved by the School of Business faculty, these CPE courses are aimed at certified public accountants practicing or working in New York State who must meet its mandatory CPE requirements.

University College Offers New M.S. in Emergency Management

This fall, University College will offer a new Master of Science in emergency management—which Shawn O’Riley, UC executive director, calls “the first full master’s program in University College history.”

K.C. Rondello, M.D., M.P.H., Adelphi’s academic director of emergency management programs

This new 39-credit program is rooted in fundamental emergency management skills and managerial science, says Dr. Rondello. The curriculum is divided into prerequisites, a core curriculum, student-chosen electives, and a summative capstone course.

“Every one of our faculty members [teaching this program] has a role in professional emergency management aside from their teaching responsibilities,” he says. “They are actively engaged in the field.”

Asked what careers the M.S. course will prepare graduates for, Dr. Rondello says graduates could be employed by corporations, private businesses, and nonemergency-oriented governmental agencies wishing to bolster their level of disaster preparedness and compliance with new federal, state, and local laws. “Emergency managers,” he explains, “are educated to employ an ‘all-hazards’ approach to disaster management, training to address any crisis that may occur, whether it is natural, technological, accidental, or intentional in origin.”

University College Named an Adult Learning Focused Institution

Adelphi’s University College has become the newest member of the Council on Adult and Experiential Learning’s (CAEL) Coalition of Adult Learning Focused Institutions (ALFI)—and one of only three ALFI member institutions in New York state.

In 1999, CAEL launched the ALFI Initiative in an effort to help colleges and universities improve learning opportunities for adults. CAEL later formed the Adult Learning Focused Institution Coalition to assist institutions in implementing the latest research and in learning from one another.

Coalition members—colleges and universities committed to the success of adult learners—strive to base their policies and practices on CAEL’s “Principles of Effectiveness for Serving Adult Learners” and to continuously work to meet the unique needs of their students. They improve adult learner programs in order to make educational opportunities more accessible and remove obstacles to degree completion.

“University College is proud to be an ALFI member and continues its commitment to being the finest adult degree program on Long Island.”

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UC Current Student Profiles

Ronald Goodwin, emergency services major

Married with a nine-year-old son in Levittown, New York, Ronald Goodwin found out when he returned to school in January 2010, soon after losing his job, that “I was eligible for benefits under the GI Bill.” At University College, he earned more than 20 Prior Learning credits for his military background. “I like the schedule flexibility and the ability to mix live with online instruction,” he says. In June 2010, he landed a job as a building management specialist with the General Services Administration (GSA). Looking ahead, he says, “I will use the B.S. degree in emergency services administration to further my career with the GSA.”

Judith Graeber, social science major

Judith Graeber lives in Lawrence, New York, and has three children, ages 21, 25, and 30. She recently decided to return to college “to better my life.” Growing up in a closed Orthodox community, where self-interest tends to be stifled, [I decided that] after 30 years of taking care of everyone else’s needs, enough was enough,” she says. Ms. Graeber loves the beautiful Adelphi campus and the fact that University College is geared “for men and women who have experienced life already and are deadly serious about the need for education.” Admittedly, “It takes dedication to attend University College,” she observes. “After a full day of other responsibilities, it’s not easy for any of us… to sit in class for hours and commingle our daily lives with our evening classes.” Today, she says, “My goal is to have a career geared towards women’s issues.”

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